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ABSTRACT

A report identifying major institutions providing educational opportunities for adults and indicating financial implications of their annual provision is given. Part I includes objectives, methods, problems and recommendations. Part II contains descriptions of activities of each of the Ministries and organizations providing adult education in Kenya, including estimated annual recurrent expenditures, sources of income, and sources of information for this Report. Basic method used in study consisted of interviews with staff of Ministries and organizations providing adult education. (Photographs may reproduce poorly.) (Author/NF)

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Who Pays for Adult Education in Kenya?

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REPUBLIC OF KENYA
BOARD OF ADULT EDUCATION

The Report of a research project

on

THE FINANCING OF ADULT EDUCATION IN KENYA

by
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November 1971

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PREFACE

The Board of Adult Education which is now in its sixth year of operation has been hampered in its work by lack of basic statistics, data and information on adult education in this country.

This lack of basic information is further aggravated by the prevailing philosophical debates on what constitutes adult education as a conceptual framework of national policies in the field of life-long education. The present study, undertaken by the very able Mrs. Dorothy Thomas, has probed into the various aspects of educational financing for adults, particularly the role of fees and tuition in the motivation of students for various types of courses held.

She has also studied the financing methods of individual Ministries and organizations to determine in precise terms what portion of their funds could be labelled educational. The issues raised concerning staff emoluments for those engaged in educational activities have a significant bearing on overall statistics and percentages.

Results from Research findings and projects often take long to appear since they are instruments in policy-making and not ends in themselves. It is hoped that various Government Ministries will study the document and use the recommendations in future planning. For the information of those concerned, other follow-up studies will be carried out to study in greater detail the implications of financing, in the pace of national development. One such field is correspondence education where fee structure could be used to increase the number of professional personnel and improve the in-service training schemes.

On behalf of the Board, and the Government, I would like to thank Mrs. Dorothy Thomas for gladly accepting to carry out such a complex task. Further, I would also like to congratulate her on her appointment as head of the University Diploma Course in adult education. This is no small challenge, and it might well turn out to have been a momentous decision in the history of adult education in this country.

My sympathies go to Mr. David Macharia who originally accepted to carry out the research project but was unable to complete it due to pressure of work and other commitments.

Finally, my thanks go to Hans Schindler of the Friedrich Ebert Foundation for kindly accepting to foot the bill for publishing the report, as it would have otherwise taken a long time to become available for general distribution.

S. KIHUMBA
Secretary

THE FINANCING OF ADULT EDUCATION IN KENYA

INTRODUCTION

This study was undertaken at the request of the Board of Adult Education, a statutory Board set up to co-ordinate and promote adult education activities in Kenya. It is one of the four fact-finding surveys designed to provide the Board with basic information which it requires for its proper functioning.

This report is presented in two parts. Part I includes objectives, methods, problems and recommendations. Part II contains a description of the activities of each of the Ministries and organizations providing adult education in Kenya, including estimated annual recurrent expenditures, sources of income, and sources of information for this Report.

PART I

OBJECTIVES

The objectives of this study were presented in the Triennial Report of the Board of Adult Education, March 1966 - March 1969.
They are:

(1) To identify the major institutions providing educational opportunities for adults and to indicate the financial implications of their annual provision. This will include government 'educational' Ministries, public authorities, and voluntary agencies.

(2) To provide a comparative basis for study of the financial provision for different adult 'students' groups, i.e. illiterate farmers, examination-oriented adult students.

(3) To indicate the relative costs of residential forms of adult education as against non-residential forms.

(4) To identify sources of income for adult education-providing bodies.

(5) To give some indication of the scale of past financial provision as a measure of its growth.

(6) To describe and assess the importance of adult student fee-payment.

(7) To indicate the major problems involving finance which face providing bodies and to recommend, where appropriate, possible solutions to these problems.

(8) To attempt to determine the approximate expenditure per head on the education of the overall adult population as a first bench mark figure of measurement.

(9) To compile a report of findings on the above with relevant comments, suggestions and recommendations.

No attempt was made in this study to evaluate adult education activities since the magnitude of the task would require several studies; nor were there any calculations of cost-per-student since many factors must be considered in addition to 'number of students' and 'total expenditures'.

Factors affecting such calculations are: the type of training or education offered, the stage of development of the institution or programme, teaching methods used, and perhaps most important of all, the effectiveness of the training or education given. These factors are too extensive for inclusion in this study, but should be a fruitful subject for further studies and analysis. Figures on numbers of students taking part in adult education classes and institutions have been omitted in order to prevent evaluative comparisons which cannot be made on the basis of the information supplied in this study.

METHODS

The basic method used in this study consisted of interviews with staff of Ministries and organisations providing adult education. Interviews were conducted with 164 persons, involving visits to centres of adult education activity in Nairobi and in the Provinces. In many cases it was necessary to visit a centre more than once in order to obtain and verify information.

Review of documents and reports furnished considerable material for this Report. Particularly useful were the Annual Estimates of Recurrent Expenditure of the Government of Kenya and the Annual Reports of Provincial Officers in several Ministries. Sources of information are listed for each of the adult education activities described in Part II.

Mailed questionnaires were not considered sufficiently reliable for a study of this type. In addition to the usual problems in relation to the use of this kind of questionnaire, there are specialised problems in this

field, such as just what activities are included in 'adult education', definition of types of expenditures and incomes to include, and discussion of financing problems. One agency sent questionnaires to its field offices to try to obtain the information needed but returns were scanty and interviews were needed to clarify and quantify many of the entries.

IDENTIFICATION OF MAJOR INSTITUTIONS PROVIDING EDUCATIONAL OPPORTUNITIES FOR ADULTS IN KENYA

Two main questions arise in identifying the major institutions which provide educational opportunities for adults in Kenya. The first is:

> "What is the scope of adult education, what activities should be included?",

and the second is:

> "Who is an 'adult' ?"

Scope of Adult Education.

In its true sense, adult education includes all of the educational activities carried out among adults to achieve the following goals:

> To improve farming or agricultural activities (better methods of raising crops, poultry-keeping, raising cattle, bee-keeping).
>
> To improve the health of the family and care of the home (nutrition, sewing, child care, cooking).
>
> To train workers for jobs in factory, office, shop or craft; including pre-job training, induction training, increasing skill and

productivity and preparation for promotion.

To help people in commerce and trade to improve their knowledge and skills in business organization and management.

To provide understanding of Government's policies and programmes for economic and social development; to help people to become better informed and participating citizens.

To give adults an opportunity to make up for missed schooling.

To provide understanding, and practice, of traditional cultural activities, including dancing, literature, poetry, songs, plays, carving, painting and language.

To give adults the basic tools necessary for further education and participation in national development, that is, the ability to read, write and use numbers.

To give members of national organizations an understanding of the role of the organization and how to make it function effectively, including co-operatives, trade unions, and women's organizations.

From the above list it is apparent that almost every Ministry and every national organization, as well as many voluntary organizations and educational institutions, provide some form of adult education. In many instances it is not labelled 'adult education', and agriculture

extension workers, health workers, community development assistants, social workers, trade development officers and co-operative officers may not consider themselves as 'adult educators'. However, in fact, a considerable part of their time is spent in adult education activities.

These activities may take the form of classes, discussion groups, demonstrations, individual instruction or 'showing how', correspondence courses, radio programmes or television courses.

The Act establishing the Board of Adult Education in Kenya * is in accord with the above discussion of the scope of adult education. It states that,

> " 'adult education' means the full-time or part-time education or instruction of any kind provided for any person over the age of sixteen who is not in full-time attendance at any primary, intermediate or secondary school or at the Kenya School of Law or at any university college (except to the extent that any department, institute or faculty at such university or university college is devoted to adult education) and includes education by correspondence, education by means of mass communication, and the educational use of libraries, museums, exhibitions and other means of visual or auditory communication;".

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* The Board of Adult Education Act, 1966, No.1 of 1966, Date of Assent : 24th February, 1966.

Who is an 'Adult'?

The Act establishing the Board of Adult Education, quoted above, describes an 'adult' as 'any person over the age of sixteen' who is not attending specified formal schooling. But what about the young people between the ages of fourteen and sixteen who are attending classes, courses, and educational programmes together with adults over sixteen? Should they not be considered as taking part in 'adult education'? Even the nomenclature of some educational institutions is confusing. There is the National Youth Service for Kenya citizens between the ages of 16 and 30. Village Polytechnics include trainees under and over 16; Youth Centres and Boys' Centres have students over 16 years of age. And, as stated in the quotation above, many people over the age of 16 years are not considered as 'adults' for they are attending formal schooling in secondary schools and universities. Therefore, it would seem that chronological age is not the best means of identifying 'participants in adult education'.

In actual practice, the distinction between 'adult education' and 'youth education' has become increasingly blurred. Adult educators in many countries are now stressing 'continuing education' and 'life-long learning'as more accurate descriptions of the total educational process. Traditionally, 'education' has been thought of as primary school, secondary school and university; but the more appropriate view of 'education' today should include pre-school, primary school, secondary school, farmers' training centres, village polytechnics, radio education, district training centres, university and post-university continuing learning. This concept is discussed further in Section XVI: Recommendations.

For purposes of this study, the definition of 'adult' is not limited to those over 16 years of age, but includes all who are attending educational activities other than pre-school, primary school, secondary school, teacher training colleges, and university.

Identification of Institutions

The major institutions providing 'educational opportunities for adults', as identified in this study, are listed in Tables 1 and 2.

In this study, a distinction is made between 'direct' adult education and 'indirect' adult education. Direct adult education is that which is organized and directed to specific groups of adults or to individual adults. It includes residential courses at training centres; extension work in agriculture, health, community development and trade; correspondence courses; literacy and formal education classes, evening courses; discussion groups; induction and in-service training.

Indirect adult education is that which the adult pursues largely on his own and it is made available through libraries, museums, radio, television, news services, cultural centres and books.

Not included in this study are the following:
Private commercial correspondence schools

Private technical training schools

Private secretarial, bookkeeping and accounting schools.

The number of these institutions precludes individual visits and interviews and, in most instances, information concerning financing is not made available.

PROBLEMS IN CONDUCTING THIS STUDY

The following are some of the problems encountered in conducting this study:

1. A wide-spread lack of understanding of the scope of adult education required considerable explanation. The common response to a telephone request for an interview was, "But we do not do any adult education ....., we do not have any literacy classes.".

2. It is difficult to identify estimates for adult education expenditures in the printed Estimates of Recurrent Expenditure of the Government of Kenya. In most instances Personal Emoluments are lumped together for a whole Ministry or department and not allocated to individual institutions or functions. For example, in the estimates for the Ministry of Agriculture, there is one entry for Personal Emoluments for the entire Department of Technical Services, in the amount of £3,500,000. This Department includes all agricultural extension work, Farmers' Training Centres, Agricultural Training Institutions; in fact, all activities of the Ministry other than administrative services.

Similarly, figures for personal emoluments are not readily available in the various institutions and, in most cases, required considerable investigation and calculation. *

3. In these same printed Estimates, costs for Training are often included under a general title of 'Miscellaneous Other Charges',and cannot be isolated readily. For example, the Ministry of Natural Resources includes an entry, 'Miscellaneous Other Charges' (this includes library, welfare, aerial spraying, game control, training, security and incidental expenses).

4. Very often adult education is just one of a number of functions performed by some workers. This is particularly true of extension workers in agriculture, health, and community development as well as trade officers. It would not be correct to allocate all of their salary and expenses to adult education. For example, the Veterinary Assistant not only trains farmers but also spends time in treating and curing sick animals. In handling this problem it was necessary to obtain estimates of the percentage of time which each category of extension workers in a Ministry spends on adult education. Figures were then obtained

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* The printed Estimates for 1971/72, issued after the period of this study, have made some improvement by listing under Personal Emoluments the classification titles and total salaries for each. However, workers in the entire Department are still lumped together under each classification.

for the salary mid-point for each classification as well as costs for travel, subsistence and other personal emoluments. By applying the percent of time devoted to adult education to each of these factors, an estimate was made of costs for adult education to be charged to these functions. This calculation is described further in Part II under Ministry of Agriculture, Extension Service.

5. For those institutions providing indirect adult education such as libraries and museums, it was necessary to obtain estimates of the percentage of adults who use their facilities in relation to the total number of users. This percentage was then applied to total expenditures.

6. In the case of radio and television it was not possible to determine the number of adult listeners. However, the schedule of radio programmes current at the time of the study was analysed to identify those programmes which provide direct adult education (better farming, better health, programmes supplementary to correspondence courses), and those which provide indirect adult education (news, discussions, interviews, talks). The percentage of time devoted to these programmes was applied to the total expenditures for the Voice of Kenya to obtain estimated expenditures for indirect adult education.

7. Books which could be considered as suitable for adult education, both direct and indirect, were identified in the East African Literature Bureau annual List of Publications, and proportionate costing charged to adult education.
Additional explanations of methods of calculating and allocating costs are described in Part II in relation to specific adult education activities.

FOREIGN EXPENDITURES FOR ADULT EDUCATION IN KENYA

Difficult problems were met in trying to determine the contributions by foreign donors to the annual recurrent costs of adult education. Initially, visits were made to a number of foreign donors to obtain this information, but in many instances it was not available in the Nairobi Office. During the course of this study the UNDP, Nairobi, prepared and issued in March 1971 a compilation of "Development Assistance to Kenya as of 31st December 1970". This tabulation includes the title of the project activity, the source of the assistance, the amount of money (in dollars), the duration of the commitment, the nature of the assistance and the location of the project. Although this is the most comprehensive listing of foreign development assistance available, it is not complete. The introduction states that,

> "In some cases, local donor representatives do not have cost information relating to technical assistance posts, and in these cases, for purposes of rough estimations, UNDP standard costs have been used, as noted in the tables. These estimates are, therefore, very rough and should be used with great care."

However, despite these limitations, the compilation provides much useful information on the scope and types of development assistance from foreign donors.

A review of the project activities listed in this tabulation indicates that 79 are in the field of adult education as defined in the present study. Even using this definition, it has, in many instances, been difficult to identify accurately those projects or types of assistance which are 'adult education'. The following have been included:

All assistance to adult education training institutions

Clearly identified 'training' personnel and other expenditures for training

All teachers involved in adult education.

The following projects which might be considered adult education have not been included in the selection from the UNDP tabulation since they are not included in other parts of this study.

Overseas scholarships, training opportunities and travel-study awards

On-the-job training in industrial and commercial establishments.

A considerable amount of foreign aid is given in the form of 'advisers' in a number of different fields.

It is recognised that many advisers do a large amount of training, but they have not been included since in most instances the major part of their work is related to operations. Also, most of the training is 'on-the-job', done in the course of their daily work, and not included in the scope of this study.

For purposes of this study, where the actual costs could not be obtained, the UNDP average figure of $24,000 per expert was used. This includes all of the costs to the donor country of recruitment, transport, salaries and other emoluments and benefits for an expert. For volunteers, the figure of $5,700 was used. This estimate is used by one donor country and, again, includes all costs pertaining to recruitment, salary, transport and other expenses.

In addition to the report prepared by UNDP, the following sources were used in estimating funds provided by foreign aid towards annual recurrent expenditures for adult education in Kenya:

The 1970/71 Estimates of Recurrent Expenditure of the Government of Kenya

Annual Reports of providing organizations

Visits and interviews with donors and adult educators.

It must be recognised that a large share of foreign aid to adult education is given in the form of contributions toward capital expenditures, and is not, therefore, included in this study. Many donors prefer to give money for capital costs and rely upon the Kenya Government for recurring costs.

One problem in trying to determine accurate information concerning contributions from foreign countries in terms of both money and experts is that the number is constantly changing as new projects are initiated and old projects terminated. However, the figures in this Report represent the best estimates available at the time the study was made.

The following are the foreign and international donors who contributed the largest amount to recurrent expenditures for adult education in Kenya during the period of this study. They are listed alphabetically:

Bread for the World

Britain

Canada

Catholic Relief Service

Christian Aid

Food and Agricultural Organization (FAO)

Federal Republic of Germany

Freedom from Hunger Committees

Friedrich Ebert Foundation

Ford Foundation

International Labour Office (ILO)

Israel

Japan

Netherlands

Nordic Countries (jointly and individually):

Denmark

Finland

Norway

Sweden

OXFAM

Switzerland

UNICEF

UNESCO

US-AID

World Health Organization (WHO)

World Neighbours.

This list does not include a number of additional individual church and mission groups, for whom information is not available. The International Bank for Reconstruction and Development (World Bank) has not made loans for adult education in the past. However, a loan has recently been

approved for the construction of six Farmers' Training Centres.

FINANCIAL PROVISION FOR ADULT EDUCATION IN KENYA, 1970/71

Financial provision in this study is based on estimated annual recurrent expenditures for the financial year 1970/71. In some instances, the financial year of non-government agencies is the calendar year, and in very few cases, estimates for 1970/71 were not available and those for 1971/72 were used. These exceptions were all in agencies which did not make a significant expenditure for adult education.

Capital expenditures were excluded for they are variable, running across several years and are often not available in precise figures. Also, they do not reflect recurrent expenditures on which to base future plans.

No attempt was made to assess a Ministry's or organization's overhead costs which should be allocated to adult education; for example, personal emoluments for top staff and costs of administering the entire Ministry or organization.

In-service training includes only organised courses and training plans. It is not possible to calculate costs for individual on-the-job training.

Except where otherwise indicated, all expenditures and costs are in terms of Kenya pounds.

Table 1 shows the Estimated Annual Recurrent Expenditures for <u>direct</u> adult education in Kenya for the

financial year 1970/71, listed by the organization providing the education.

TABLE I

ESTIMATED ANNUAL RECURRENT EXPENDITURES FOR DIRECT ADULT EDUCATION IN KENYA, 1970/71

Organisation	Amount (Kenya £'s)
President, Office of the	
In-service Training Institutions	332,180
Training votes (Directorate of Personnel, Provincial Administration, Departmental Training Schemes, Headquarters Training)	424,776
Ministry of Agriculture	
Farmers' Training Centres	145,000
Extension Service	820,200
Training Schools and Specialised Training Centres for Farmers	565,960
Agricultural Information Centre	4,350
Ministry of Health	
Training Paramedical Personnel (including nurses)	1,020,375
Health Education Division	25,000
Environmental Health (Health Inspectors and Health Assistants)	329,750
Training Centre, Health and Nutrition	18,000
Ministry of Works	
Highway Training School	57,000

ERRATA

TABLE I (cont'd)

Organization	Amount (Kenya £'s)
Ministry of Labour	
Management Training and Advisory Centre	32,717
National Youth Service	529,701
Apprenticeship and National Industrial Training and Trade Testing Centre	50,540
Ministry of Tourism and Wildlife	
Fisheries Training School	5,600
Ministry of Information and Broadcasting	
Voice of Kenya (Direct Ad. Ed. Only)	40,920
Kenya Institute of Mass Communication	65,690
Ministry of Natural Resources	
Forest Industrial Training Centre, Nakuru	60,122
Forest Training School, Londiani	14,750
Ministry of Co-operatives and Social Services	
Division of Adult Education	97,375
Community Development Section	188,120
Department of Co-operatives	55,040
Social Welfare Section	1,000
Youth Development Section	12 980
Vocational Rehabilitation Division	30,000

P. 18B. "WHO PAYS FOR ADULT EDUCATION IN KENYA"

TABLE I (cont'd)

Organisation	Amount (Kenya £'s)
Ministry of Commerce and Industry	
Kenya Industrial Training Institute	36,500
Trade Division	68,500
Ministry of Education	
University of Nairobi, Institute of Adult Studies	134,700
Kenya Institute of Education	7,000
Kenya Polytechnic	85,500
Municipal, County, Urban and Area Councils	
District Training Centres	44,585
Adult Literacy	6,868
Farmers' Training Centres	1,090
Village Polytechnics	1,727
Formal Adult Education	9,435
Courses and Seminars	1,470
Health Education	410
East African Community (Kenya share)	348,023
E.A. Railways Training School	
E.A. School of Aviation	
E.A. Posts and Telecommunications, Kenya Training School	
E.A. Income Tax Training School	
E.A. Meteorological Department, Training School	
E.A. Staff College	
E.A. Airways	

TABLE I (cont'd)

Organisation	Amount (Kenya £'s)
Non-Governmental Organizations	
Catholic Churches and Missions	65,200
Central Organization of Trade Unions (Kenya) (COTU)	1,200
Co-operative Unions and Societies	19,500
East African Yearly Meeting of Friends	16,100
Kenya Institute of Management	3,450
Limuru Boys' Centre	10,000
Maendeleo ya Wanawake	420
National Christian Council of Kenya	108,250
Kenya Red Cross Society	22,540
Salvation Army	25,800
Y.M.C.A.	5,100
Y.W.C.A.	14,100
Private Employers	420,302
Total:	6,401,115

Estimated annual recurrent expenditure for the indirect type of adult education are shown in Table 2.

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* See pages 187 and 188

TABLE 2

ESTIMATED ANNUAL RECURRENT EXPENDITURES FOR INDIRECT ADULT EDUCATION IN KENYA, 1970/71

Organisation	Amount (Kenya £'s)
Ministry of Information and Broadcasting	
Information Department (news, films, vans)	76,200
Voice of Kenya (news, discussions, talks, interviews)	245,520
Ministry of Natural Resources	
Kenya National Library Service	8,200
National Museums of Kenya	21,000
Kenya Cultural Centre	14,796
Local Government Authorities	
Libraries	7,400
East African Community	
East African Literature Bureau	60,000
Total:	433,116

The combined estimated annual recurrent expenditures for both direct and indirect adult education in Kenya are presented in Table 3:

TABLE 3

ESTIMATED ANNUAL RECURRENT EXPENDITURE FOR DIRECT AND INDIRECT ADULT EDUCATION IN KENYA, 1970/71

Type of Education	Amount (Kenya £'s)
Direct Adult Education	6,401,115
Indirect Adult Education	433,116
Total:	6,834,231

The total estimated annual recurrent expenditures in Kenya for adult education amount to slightly over six million, eight hundred thousand pounds. Indirect adult education represents approximately 6.3% of the total.

A summary of expenditures by the major groups providing adult education in Kenya is shown in Table 4.

TABLE 4

ESTIMATED ANNUAL RECURRENT EXPENDITURES FOR ADULT EDUCATION, 1970/71, PROVIDED BY MAJOR GROUPS

Group	Amount (Kenya £'s)
Government of Kenya	5,641,261
East African Community	408,023
Private Employers	420,302
Voluntary Organizations	291,660

TABLE 4 (cont'd)

Group	Amount (Kenya £'s)
Local Authorities	72,985
Total:	6,834,231

Table 4 does not represent sources of income for adult education since many sources may contribute to the above 'providers'. Sources of income are discussed in the next section of this Report.

In addition to the total expenditures shown in Table 4, foreign donors spend approximately £1,372,000 in payment for the salaries and expenses of experts and volunteers sent to assist adult education in Kenya. Table 5 shows the estimated total amount for annual recurrent expenditures for adult education in Kenya including expenditures by both Kenya Organizations and foreign donors.

TABLE 5

ESTIMATED ANNUAL RECURRENT EXPENDITURES FOR ADULT EDUCATION IN KENYA, INCLUDING THOSE BY KENYA ORGANIZATIONS AND BY FOREIGN DONORS

Spent by and through Kenya Organizations	£ 6,834,231
Spent by foreign donors for experts and volunteers	1,372,000
Total:	8,206,231

The amount spent by foreign donors for experts and volunteers is in addition to the amount which they contribute directly to Kenya organisations for annual recurrent expenses for adult education. These direct contributions are included in Tables 1 and 2.

SOURCES OF INCONE

Sources of income for adult education activities in Kenya are:

Government grant

Foreign aid

Fees paid by students or their sponsors

Sale of products

Contract work

Rent

Local donations

Fund-raising activities

Employers

Voluntary levy among employers

Government levy on employers

Dues or subscriptions from members

Radio licences and sale of time on Voice of Kenya.

Government grants include the money allocated by the Central Government, by Municipal, County, Urban and Area Councils, and by the East African Community. In calculating annual recurrent expenditure for adult education by the East African Community, one-third of the total has been used in this study as Kenya's share.

Foreign aid, as has been discussed earlier, is contributed to the recurring annual expenditures for adult education in Kenya through money grants to Government and voluntary organizations.

A discussion of income from student fees appears in the following section of this Report.

Most Farmers' Training Centres get some income from the sale of farm products. The amounts vary considerably since the size of the farms ranges from a small demonstration plot to a large income-producing farm. However, for Farmers' Training Centres operated by the Central Government the income from these farms does not return to the centre, it goes to the Treasury in the form of revenue. The Y.M.C.A. Crafts Training Centre gets income from the sale of articles produced in the course of training. Some District Training Centres and other institutions sell handicraft articles produced by adult students and trainees.

A few adult education centres get some small income from rent of houses or office space on their property, from the sale of water, and charges for use of telephone facilities when centres are located in outlying areas.

Contract work done in connection with training is another source of income for such institutions as the Forest Industrial Training Centre at Nakuru and Farmers' Training Centres. Contract ploughing is a small source of income for a few Farmers' Training Centres. Village Polytechnics receive income from the sale of furniture, bakery products and leather work as well as from small building contracts.

Local contributions include donations from individuals, firms, religious groups and service groups. Many contributions are made in the way of self-help or Harambee efforts.

Fund-raising activities are conducted by several organisations providing adult education. These usually take the form of flag days, dances, film shows, bazaars and small sales.

Employers are another source of income for adult education activities since they pay the salaries and training costs for in-service training of their employees, and sometimes for pre-service training.

A new source of income for adult education, which has been initiated in Kenya, is the Industrial Training Levy. The amendment of January 1971 to the Industrial Training Act sets up a system for a levy on all employers in an industry. This levy goes into a fund which can be drawn on by those employers in the industry who set up and operate employee training programmes which meet established standards. The aims of the amendment are to ensure an adequate supply of trained manpower, to improve the quality of industrial training and to share the cost of training as evently as possible among employers. A more complete description of

this training levy plan is contained in Part II, under "Apprenticeship Training".

The insurance industry in Kenya has set up an Insurance Training and Education Board where training activities are financed by levies on member insurance firms.

Some organisations finance their adult education activities through the subscriptions or dues paid by their members.

The Voice of Kenya is financed largely by licence fees and advertising revenue for both radio and television, as well as by paid announcements. This income is supplemented by a government grant amounting to approximately 30 per cent of the total costs.

As attempt was made to find out from the various institutions studied the specific amount of income they receive from each of these sources. It was not possible to get this information in some cases, but the following Table is based on the best information available.

Table 6 shows the estimated percentage of total expenditures for adult education which come from these various sources.

TABLE 6

ESTIMATED ANNUAL RECURRENT EXPENDITURES FOR ADULT EDUCATION IN KENYA, 1970/71, BY SOURCE OF INCOME

Source of Income	Percentage of Total Income for Adult Education
Kenya Government	76.4
East African Community	6.0
Private Employers	6.2
Foreign Aid	4.0*
Sale of Products and Contract Work	2.9
Fees from Students or their Sponsors	2.3**
Local Donations and Fund-raising	.8
Local Authorities (Government)	.7
Licensing and Sale of Time (Radio and TV)	.5***
Member Contributions	.2
	100.0

Note:

For * ** *** see page 29.

The Kenya Government finances 76.4 per cent of the recurrent costs of adult education, and the Government contributions to the East African Community finance an additional 6.0 per cent. Thus a total of 82.4 per cent of adult education in Kenya is financed by the Central Government. Local Government authorities provide 0.7 per cent of adult education costs, making a total Government expenditure of 83.1 per cent.

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* The money paid by foreign countries for experts and advisers was not included in calculating this figure.

** The question of income from payment of fees poses a serious problem. The Kenya Government and Private Employers both pay fees for training their present and future personnel. But in most instances these expenditures appear not in the 'fee' category of sources but as expenditures by the Kenya Government and by Private Employers. It was not possible to obtain an accurate breakdown of fee payments by Government and employers. In most cases, the Government pays the fees to its own training institutions. Almost all of the fees in the 'fee' category in this Table come from individuals paying for their own education or training.

*** Only direct adult education by radio was included in calculating this figure.

Private employers pay 6.2 per cent of the total costs of adult education in Kenya in the form of organised induction and in-service training programmes. Income from fee-payment by students or their sponsors represents only 2.3 per cent of the total. Payment of fees is discussed further in the next section of this Report.

Foreign aid provides 4.0 per cent of the total recurring costs of adult education. In preparing Table 6, the funds used by foreign governments to pay the salaries and costs of experts and advisers sent to Kenya were not included. As mentioned earlier, these amounts are considerably larger than will be required when expatriates are replaced, and in many instances funds for their counterparts appear in the 1970/71 Estimates. Therefore, the inclusion of this sum would skew the proportions concerning source of income. The foreign aid contributions to recurrent expenditures are included. Most of them will need to be taken over by the Kenya Government when the aid period is completed.

Sale of products, contract work, and rents make up 2.9 per cent of the total income for adult education. The Forest Industrial Training Centre at Nakuru operates a sawmill, manufactures and sells prefabricated houses and conducts logging operations on a contract basis, all of which pay for the recurrent costs of the institution, with some profit. In all other cases, however, the income from sale of products and contract work represents a comparatively small proportion of the income for adult education.

Local donations and fund-raising constitute only 0.8 per cent of the total and income from licensing and sale of time on VOK, 0.5 per cent. Membership constributions to defray the costs of adult education represent only .02 per cent of total costs.

It is still too early to know just what amount of income will result from the training levy system inaugurated under the amendment to the Industrial Training Act. A large share of this anticipated income will probably be off-set by a decrease in the amount charged above to "Employer payments for training".

IMPORTANCE OF ADULT STUDENT FEE-PAYMENT

Adult educators give two reasons for charging fees for adult education activities. First, fees are seen as one source of income for financing adult education. Thus, with the added income from payment of fees it is argued that the amount and effectiveness of adult education can be increased. The second reason advanced is that if the adult student pays a fee for his course, he will feel more responsibility for getting as much as possible out of it; he will tend to have a better attendance record and also to exert more effort in his studies. Testing the second argument is outside the scope of this study. However, this study does include discussion of the relative importance of fee payment as a source of income, as well as some problems which arise.

The extent to which student fee payment contributes to the annual recurrent costs for adult education in Kenya is suggested in Table 6 which shows that approximately 2.3 per cent of the total annual recurrent costs for adult education come from payment of fees by the students

or by their sponsors. Unfortunately, it is not possible to determine what proportion of that amount is paid by students and what proportion is paid by the sponsors. Hoever, in some institutions like the Kenya Polytechnic it is clear that the large share of fees is paid by the employers who sponsor students.

There is a wide difference in the relative importance of fee-payment in different types of adult education activities. In many, no fee is charged. Most induction and in-service training programmes charge no fee with the exception of a few instances where the trainee pays from his salary a small amount for accommodation and food. On the other hand, in one or two instances, the entire cost of an adult education programme is met by fee payment by participants; for example, the Kenya Institute of Management.

Table 7 shows some examples of the relative importance of fee payment in relation to total estimated annual recurrent costs.

TAPLE 7

ESTIMATED INCOME FROM FEES IN RELATION TO TOTAL INCOME FOR SELECTED ADULT EDUCATION PROVIDERS

Organization	Estimated Total Annual Income 1970/71	Estimated Income From Fees	Percent of Total Estimated Income from Fees
University of Nairobi			
Institute of Adult Studies	74,000	4,000	5.4%
Correspondence Course Unit	60,000	15,000	25.0%
District Training Centres	44,585	11,087	25.0%
Management Training and Advisory Centre	32,720	5,660	17.3%
Adult Education Division Adult Literacy & Formal Adult Education	97,375	10,000	10.3%
Kenya Industrial Training Institute	36,500	2,000	5.5%
Kenya Polytechnic	82,000	31,000	37.8%

For those adult educational organisations shown in Table 7, fees are estimated to represent from 5.4 per cent of the total income up to 37.8 per cent. In most cases these represent estimated income from fees.

However, Table 8 indicates that estimated income from fees may not result in the collection of that amount in fee payments.

TABLE 8

Year	Total Income	Fees				
		Amount in Estimates	Percent of Estimated Income	Amount Collected	Shortfall	Percent Collected
	K£	K£		K£	K£	
1967/68	46,000	4,000	8.7%	2114	1886	53%
1968/69	58,939	4,000	6.8%	2134	1866	53.4%

In both years reported in Table 8, the fees actually collected were considerably less than the amount of income from fees anticipated in the Estimates. In 1967/68 the amount collected represents 53 per cent of the amount in the estimates, and in 1968/69, 53.4 per cent of the estimated fees.

The main reasons for under-collection of fees cited above were reported to be:

(a) Poverty in some districts where students cannot afford to pay the fee required.

(b) Movement of students, particularly those engaged in seasonal occupations. This causes dropping out of students in classes resulting in irregular attendance and, therefore, less fee payments.

(c) Lack of transport for Adult Education Officers. Normally fees are collected by the District Adult Education Officer when he visits these classes. However, due to lack of transport he cannot visit them as regularly as he would like because he shares transport with the Community Development Officer.

Similar shortfalls in the collection of fees were reported in interviews with administrators of other adult education activities. In the light of this information, the figures shown in Table 7 undoubtedly represent a considerably higher amount of fee income than was actually received.

Also, it should be noted that in most cases where there is a high income from fees, a strong vocational motivation is attached to the educational activity.

In evaluating the amount which student fee payments can contribute to the recurrent costs of adult education, several problems must be considered.

The first, is setting the amount of the fees. It is difficult to set the proper amount of fees for most adult education activities. If the fee is too high, adults may be discouraged from enrolling or taking part. If the fee is too low, the cost of collecting and handling the fees may be more than the resulting income.

The Institute of Adult Studies found that raising fees in the Extra-Mural Division had an adverse effect on enrolment. A letter of June 10, 1970 states that,

> "The Extra-Mural Division is now charging Shs.3/- to Shs.4/- per 1½ hours class meeting in major towns and Shs.2/- in the small centres. Last year we increased the fees by 50% and our numbers of effective students were cut almost by half. Increasing fees further will mean catering for the rich and this is not a healthy way of operating, especially for an Institution which is now committed to helping especially those of our areas outside the major towns."

The following are quotations from the reports of adult education officers located in the Provinces.

Literacy Class:

> "Although according to the records the enrolment shows 637 students, only a few of these actually paid fees. Many adult students come to class and promise to pay fees next time, next month and on, so that after some time when the teacher becomes hard on them they disappear completely from attending classes."

Literacy Class:

> "Table II shows the fees collected for the year from the aided classes, (literacy). It will be seen that the fee payment does not correspond to enrolment but this is because:

1. The limited transport facilities did not make it easy for me to go round often enough to put pressure on students to pay fees.

2. Many students were genuinely unable to raise Shs.2/- for fees, even though this amount seems to be so small."

Evening Continuation Classes:

"Collection of fees seems to be a laborious and cumbersome exercise. With the exception of .... the collection drags on to almost the last week of the month and in some cases to the following month. Some of the adults who work as labourers or house boys, for reasons beyond their control are not in a position to pay their fees before the 15th of the month. Unless patience and encouragement is exercised, there is a danger of losing some of them. Experience has shown that it is unwise to apply similar terms and conditions as those enforced in Day Schools."

Self-help Classes:

"The money required for paying the teachers and purchasing the required equipment posed a problem as many students could not afford to pay all that much ..... If these classes are to succeed in the rural areas where poverty is always a hindrance to progress, Government aid in both personnel and finance should be looked into."

Formal Education Classes:

"This has been the problem area because it has been

rather difficult for the students to be convinced that it needs their financial participation to move into the next stage of the scheme; however, the idea is getting some roots and momentum."

Self-help Classes:

"The problem of high fees charged in order to enable the managing committee to pay honoraria to the teachers has forced many students to drop out, which is a set-back to the programme."

These reports, as well as interviews with adult education personnel, in Nairobi and the Provinces, suggest that the fees charged can be a real hindrance to enrolment and attendance at adult education activities.

The second question is whether, with small fees, the expenditure of time and money required to collect and handle the fees is greater than the fees actually collected. Many classes are held in widely scattered areas and there are serious problems of supervision and follow-up in connection with fee payment. In many cases the teacher is expected to collect the fees. This requires issuing proper instructions and receipt books, as well as keeping the fee money until the supervisor comes round, transmitting it with proper records to the supervisor and, in turn, often the transmission of records and fees by the supervisor to someone else responsible for fee money. Repeated trips are necessary to ensure that as much fee money as possible is collected. Even when a number of evening classes are held in one building, problems arise as to whether adult students can be admitted to a course without paying a fee in advance. Some promise to pay at a later date, but considerable staff time as well as expense for stamps are required if follow-up letters are written or follow-up calls made.

Further studies might be made to examine more closely such questions as:

> To what extent are adult students kept away from courses because of the requirement that a fee must be paid?
>
> If they are, what is the effect on necessary education for development?
>
> If the adult student pays a fee, does this result in better attendance and greater achievement?
>
> If fees are charged, what is the proper amount which will contribute something to the expenses but not be large enough to discourage enrolment and attendance?
>
> Are the total costs of collecting fees, including staff time and transport, in some instances larger than the amount of fees collected? Would free classes be more economical?

From all of the evidence discovered concerning fee payment for adult education it would seem highly doubtful if fee payment can be looked upon as a significant source of income for adult education now or in the foreseeable future, except in the case of strictly vocational training.

COMPARATIVE FINANCIAL PROVISION FOR DIFFERENT ADULT STUDENT GROUPS

Initially, it was thought that information concerning 'different adult student groups' who participate in adult education might be obtained through analysis of enrolment records of adult education institutions. However, it was found that many institutions do not keep records of students in sufficient detail to provide valid information of this type on a wide scale.

Therefore, as a basis for describing 'different adult student groups', the goals or objectives of the education have been selected as the determining factor. From a review of the adult education activities in Kenya, the following categories have been drawn up for purposes of this study.

Direct Adult Education

- People who are working for the Government, for private employers, for organizations or for the East African Community and are receiving organized pre-service or in-service training, arranged by their employers, either as new entrants or as continuing employees.

- People who are given information and skills to improve health, agriculture, homes and communities.

- Traders and small business men who are given information and skills to assist them in managing and operating their enterprises (Management of larger enterprises is also included in this category).

- Young adults who are learning skills or crafts to fit them for self-employment, for work with small local employers or in larger industries.

- People who are trying to make up for missed formal schooling or who wish to pass examinations to improve their vocational qualifications.

- People who want to learn how to read,write and use numbers.

- People who want to improve their general knowledge.

Indirect Adult Education

- People who obtain information on their own through libraries, museums, theatre, radio, television, pamphlets and books (Indirect adult education also contributes to many of the categories listed above).

Admittedly, some of the categories overlap, but an effort has been made to distribute adult education activities and financial provision among them as accurately as possible.

Table 8 shows the percentage of financial provision for each of these eight categories of adult students in relation to the total annual recurrent expenditures for adult education.

TABLE 8

ESTIMATED PERCENT OF TOTAL ANNUAL RECURRENT EXPENDITURES FOR ADULT EDUCATION SPENT ON DIFFERENT STUDENT GROUPS

Student Group	% of Total Annual Expenditure
Pre-service and in-service training	50.1
Improvement in health, agriculture, homes and communities	26.4
Young adults learning skills to qualify for work	9.8
Self-education through libraries, museums, radio, television and books	7.4
Management and operation of businesses, (mostly small)	2.7
Literacy: reading, writing and numbers	1.6
Formal schooling substitute, and preparation for examinations	1.6
Improve general knowledge	0.4
TOTAL:	100.0

The largest amount of financial provision, 50.1 per cent, is given to pre-service and in-service training. This category includes organised training programmes by Government Ministries and institutions, apprenticeships, training at the Kenya Polytechnic, all training by the East African Community, by private employers and by organisations. If this group is combined with other groups which also represent vocation-oriented training, that is, Category 3 'Young adults learning skills', 9.8 per cent, and Category 5, 'Management of Business', 2.7 per cent, it will be seen that 62.6 per cent of the total money being spent on adult education is going for vocation-oriented training.

In addition, other categories involve vocation-type training. The 'Agriculture' section of Category 2, 'Improvement in health, agriculture, homes and communities' is largely vocation-oriented since it involves the improvement of farming operations and practices. Similarly, much of Category 7, 'Formal schooling substitute and preparation for examinations', and Category 4 'Self-education' has a vocation motivation. If expenditures in these categories could be broken down further to indicate objective or motivation, the resulting figures would show that considerably more than 62.6 per cent of recurrent expenditures for adult education goes for vocation-oriented training. This is not surprising in a newly independent country with urgent need for trained manpower to fill the posts in an expanding economy and to replace expatriates.

The second largest expenditure, 26.4 per cent goes for improvement in health, agriculture, homes and communities. By far the greatest part of this is for rural development activities and include Farmers' Training Centres, District Training Centres, agricultural extension work, health work, community development, and much adult education done by voluntary organisations.

Expenditures for literacy and preparation for examinations constitute only 3.2 per cent of the total costs for adult education. Since, as cited earlier, many people consider 'adult education' as including only literacy classes, it is apparent that there is need for a wider understanding of the total scope of activities included in the term 'adult education'.

It may seem surprising that the expenditures for 'Formal schooling substitute and preparation for examinations' are equal to the expenditures for 'Literacy' as there are many more people in literacy classes than in classes providing formal education. This is largely caused by the inclusion in the Formal Schooling category of the expenditures for the Correspondence Course Unit of the Institute of Adult Studies. At the present time, almost all of their courses are designed for teachers who are preparing for formal school examinations. These were not included in the category of 'In-service training' since teachers enrol on their own initiative and, unlike many other in-service trainees, pay their own fees.

Most of the expenditures for the category 'Improve general knowledge', 0.4 per cent, are made by the Institute of Adult Studies.

The category 'Self-education', 7.4 per cent, includes adult education expenditures for the Voice of Kenya, the Information Department of the Ministry of Information and Broadcasting, library services, national museums, the Cultural Centre and the East African Literature Bureau. Some of the expenditures in this category could equally well be placed in other categories. For example, some of the costs of the Voice of Kenya are for the radio programmes supplementing the Correspondence Course preparing teachers for formal examinations. However, it is not feasible to break down these expenditures in

greater detail, and they have been included, therefore, in the 'Self-education' category.. Also, it has been found that the radio programmes accompanying correspondence courses are listened to by large numbers of adults not enrolled in the courses.

RELATIVE COST OF RESIDENTIAL ADULT EDUCATION AS AGAINST NON-RESIDENTIAL

In comparing residential and non-residential adult education, several factors must be taken into consideration; not only the cost but also the effectiveness of each form and whether or not the adult participants can get away from home or from work for the required full-time attendance at a residential course.

The initial outlay for capital expenditures, including buildings and equipment is, of course, considerably greater for most residential centres. However, some adult educators believe that the advantages of having adults come together for a period of concentrated residential study outweigh the added cost factor.

It is difficult to get exact annual recurrent residential expenditures for the following reasons:

1. Information about salaries is often not available. In some instances, salaries of a few staff members are paid by other agencies whose salary scales are not available.

2. Expenditure reports do not separate residential costs, and the heads of the centres find it difficult to try to give estimates for them. Even if a centre is not residential, there are usually costs for a

building and its maintenance, as well as light, water, telephone, travelling and stationery, although in reduced amounts.

Table 9 shows the estimated annual recurrent expenditures for residential costs in relation to the estimated total annual recurrent costs for five residential centres.

TABLE 9

ESTIMATED ANNUAL RECURRENT EXPENDITURES FOR RESIDENTIAL COSTS IN RELATION TO THE ESTIMATED TOTAL ANNUAL RECURRENT COSTS FOR FIVE RESIDENTIAL CENTRES

Centre	Estimated Total Annual Recurrent Expenditure	Estimated Annual Expenditures for Boarding Costs	Per Cent for Boarding Costs
A District Training Centre	3,300	1,500	45%
A Farmers' Training Centre	4,468	1,285	29%
A Farmers' Training Centre	7,038	2,600	37%
A Farmers' Training Centre	7,680	2,435	32%
A Farmers' Training Centre	10,357	3,785	37%

Estimated annual expenditures for boarding costs according to figures for these five centres range from 29 per cent to 45 per cent of the total estimated recurring costs of the centres.

The following are two examples of annual recurrent expenditures by residential centres:

Example 1:

A District Training Centre: Annual Recurrent Expenditures	Actual 1969
	*
Staff Salaries and Wages	1,233
Travelling Expenses	47
Stationery, etc.	11
Miscellaneous and Telephone	392
Clothing and Uniforms	19
Maintenance of Buildings	646
Maintenance of Electrical Generator	77
Furniture	65
Maintenance of Plant and Vehicles	167
Materials (Equipment)	151
Food and Fuel	1,319
Maintenance of Water Supplies	140
Total:	£4,267

* Does not include the salaries of the Director and one Driver, paid by the Central Government, and 2 Volunteer teachers.

In trying to assess the costs added by the fact that this Centre is residential, it is clear that the cost for 'food' is a residential cost, but here it is combined with 'fuel'. A large part of the fuel cost is probably due to the residential nature of the centre. The majority of the expenditure for Maintenance of Buildings could probably be charged to 'Residential' as well as Maintenance of Water Supplies and Electrical Generator.

It might be possible to make a case for the following designation of residential costs for this Centre:

Possible Extra Costs because of the Residential Nature of the Centre

	£
Staff Salaries and wages	600
Stationery	7
Miscellaneous and Telephone	225
Clothing and Uniforms	15
Maintenance of Electrical Generator	50
Maintenance of Buildings	550
Furniture	55
Maintenance of Plant and Vehicles	120
Materials (Equipment)	120
Food and Fuel	1,319
Maintenance of Water Supplies	110
Total:	£3,171

Example 2:

A Farmers' Training Centre: Annual Recurrent Expenditures

Items	Expenditures
Ration	1,087
Firewood	120
Diesel	127
Motor Vehicle	85
Parafin Oil	8
Utensils	12
Electricity	36
Water Charges	33
Stationery	17
Home Economics Materials	10
Films	2
Total:	£1,774

The staff of this Centre is listed as:

Teaching staff:

- Principal
- Vice-Principal
- Farm Manager
- Home Extension Assistant
- Cateress

Subordinate staff;

- Clerk
- Driver
- Artisan
- Messenger

Subordinate staff (ctd.):

2 Cooks
2 Watchmen
Sweeper

Farm Labour:

Casual Labour

The fact that farms are often run in conjunction with Farmers' Training Centres complicates the cost process.

D.L. Mathews, in his "Preliminary Analysis and Conclusions - NCCK Sponsored Village Polytechnics", July 1969, estimated that 'Boarding (or feeding) increases the costs of Village Polytechnics from 14 per cent to 39 per cent'. The present trend in Village Polytechnics is to encourage non-residentual centres, which serve an area no larger than can be covered by daily travel.

It is obvious that the costs of residential centres are larger than the costs for non-residential centres which do not provide accommodation and food. However, as stated in the beginning of this section, cost is only one of the factors that must be taken into consideration in deciding whether to build residential centres. Other factors which must be considered are:

1. What is the size of the area to be served?

2. What is the density of the population?

3. What percentage of this population could be expected to attend courses at the centre?

4. How widely scattered are people's homes? Are the distances to be travelled small enough so they could attend a one-day school or a Field Day? Or are the distances so great that if the adults travel to a central point for a class or a discussion group it is impractical to return home the same day?

5. What is the optimum time for handling the subjects to be taught? Can it be done in a day? Or does it require a week, or more?

6. How can the best teaching and learning conditions be provided? Are there advantages in having people come together for a concentrated period of study, away from home and job distractions? How much do the discussions outside of class sessions, and the social activities, contribute to the total learning situation?

7. Can people be spared from home and work responsibilities long enough to attend a residential course? It has been reported that some people cannot come to training centres because they cannot be released from their jobs or they cannot afford to be away if they are self-employed. When the Fisheries Training School was first set up, it was planned that the fishermen would come together for approximately a five-day course. However, it was found that fishermen were reluctant, or unable, to be away from their income-producing activities for that period of time. Now, the emphasis is shifting to providing training through an extension-type service. Some training centres report that after the first day or two some of the adult participants begin to worry about things back home and are distracted in their studies, or leave to go home.

8. Is it easier and more effective for people to come to a long week-end residential school, or a short residential course, rather than travel some distance to evening classes which meet once a week?

These are questions outside the scope of this study but are mentioned to point out the factors, other than cost, which must be considered in making choices between residential and non-residential adult education.

Further studies might be made to obtain answers to these questions as a basis for future planning.

SCALE OF PAST PROVISION

One of the aims which the Board of Adult Education stated for the present study was, "to give some indication of the scale of past financial provision for adult education as a measure of its growth".

Keeping in mind the problems described earlier in trying to determine the total financial provision for adult education for just one year, 1970/71, it is clearly impossible to obtain a meaningful figure for total financial provision for adult education over the past years.

However, some indication of the rate of growth can be obtained from a comparison of specific Government grants for adult education over the past three years. Again, this is a limited figure for it does not include personal emoluments (inextricably interwoven in the past year's estimates), nor does it include many of the adult education activities for which there are no clearly identified entries in the Estimates. Nevertheless, it is possible to note changes in financial provision by selecting from the Government

Estimates for the years 1968/69, 1969/70, 1970/71 those entries which can be clearly identified as adult education. Table 10 shows the Government grants for adult education for these three years. It must be remembered, however, that this is not a clear-cut growth rate, for it may be that in some other adult education activities for which figures for past provision are not available the rate of growth may be much larger or much smaller. This rate would be particularly affected by changing Government emphasis on different phases of national growth and rural development. Also, Table 10 shows Government grants only and does not include income from other sources.

TABLE 10

ESTIMATES OF GOVERNMENT GRANTS FOR RECURRENT EXPENDITURES FOR ADULT EDUCATION FOR THE YEARS 1968/69, 1969/70 AND 1970/71 FOR SELECTED ORGANIZATIONS

Organization	Estimates of Recurrent Expenditure by Years		
	1968/69	1969/70	1970/71
	£	£	£
President, Office of the			
Training Institutions	266,996	307,200	332,180
Departmental Training Scheme	267,500	268,000	345,000
Ministry of Agriculture			
Naivasha Dairy Training School	3,500	7,000	7,350
Egerton Agricultural College	65,000	75,000	80,000
Ministry of Health			
Training	116,170	130,000	151,000
Ministry of Labour			
National Youth Service	481,901	482,680	511,700
Ministry of Co-operatives and Social Services			
Adult Education Division	54,939	66,600	87,375
Co-operative College	17,975	18,944	26,890
Ministry of Commerce and Industry			
Kenya Industrial Training Institute	36,000	38,000	32,500

Table 10 (ctd.):

	1968/69	1969/70	1970/71
Ministry of Education			
University of Nairobi			
Institute of Adult Studies	34,500	34,500	70,000
Correspondence Course Unit	50,000	50,000	45,000
Municipal, County, Urban and Area Councils			
Training Centres	29,454	35,142	44,585
Farmers' Training Centre	452	1,350	1,090
Adult Literacy	3,315	4,553	6,868
Other (Continuation Classes, Courses and Seminars)	2,226	2,563	1,470
Total:	1,429,928	1,521,532	1,743,008

For the institutions represented in Table 10, there was an increase of £91,604 in the grants for 1969/70 over those for 1968/69. Between 1969/70 and 1970/71 there was an increase of £221,476.

Almost all institutions in Table 10 show an increase in grants over this three-year period. Two of those which show a decrease between 1969/70 and 1970/71 - the Kenya Industrial Training Institute and the Correspondence Course Unit of the Institute of Adult Studies - are both comparatively new. The reduction in grants from the Government does not reflect any decrease in activities but probably is caused by a more realistic appraisal of the income obtainable from fees.

APPROXIMATE PER CAPITA EXPENDITURE FOR ADULT EDUCATION

Population figures for the purpose of calculating per capita expenditure for adult education have been taken from the Kenya Population Census, 1969, Volume I. Although the introduction to this Volume states some reservations as to the accuracy of figures on age, they are the best available at this time.

According to this census the total population of Kenya was 10,942,705. The adult population, that is, the population of 16 years of age and over, was 5,416,196. As was shown earlier, some of the people over 16 are attending formal schooling and, therefore, not properly within the scope of this study; but, on the other hand, some of those under 16 are taking part in adult education. It would, therefore, seem reasonable to assume that these two groups cancel each other out and to take the census population figures as the best available.

Excluding expenditures for indirect adult education and for in-service training, the estimated per capita expenditure for adult education is 0.59 or 59 Kenya cents.

Including in-service training, but excluding indirect adult education, the estimated per capita expenditure is £1.18 or twenty shillings and eighteen cents.

For all forms of adult education, including both in-service and indirect, the estimated per capita expenditure is 1.26 or twenty shillings and twenty-six cents.

In attempting to compare this figure with the per capita expenditure for education for young people in formal education, a problem arises as to how many young people should be included. However, in order to make the figure comparable with the one for adult education, where <u>all</u> adults

are included, it was decided to divide total expenditures for formal education by the total population under 16. Again, it is recognised that some young people over 16 are in formal schooling and some under 16 are not. Using this method, the per capita expenditure for education for young people is £3.10, or sixty shillings and ten cents. *

MAJOR PROBLEMS INVOLVING FINANCE

The following are some of the major problems involving finance which were revealed in this study.

1. Lack of sufficient money

Lack of money was apparently handicapping adult education activities in a number of ways.

(a) Transport

Lack of transport was frequently cited as one of the largest deterrents to supervising adult education activities, especially in the rural areas. This refers to both the availability of vehicles as well as money for petrol and repairs.

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* Figures for the total expenditures for formal education are taken from "The Educational System of Kenya: An Economist's View", G.S. Fields, Institute for Development Studies, University of Nairobi, 1971.

The following are pertinent excerpts from reports and interviews:

Excerpt from an annual report of the Division of Adult Education, Ministry of Co-operatives and Social Services:

"From all observations, it was clear that the districts which had Government transport were comparatively doing better than those which had no transport. The District Adult Education Officer was able to visit all the classes regularly, submit his returns in time, supply class equipment promptly, collect fees from students without delay, provide any information required in connection with his work and in addition organise and visit many self-help classes, etc. Until enough and reliable transport is provided for use by the District Adult Education Officers it will take a long time to achieve the objectives of this programme."

Excerpts from Provincial Reports:

"Throughout the year, transport remained a very conspicuous problem in the entire department. This, in turn, affected proper and close supervision of the programmes."

"Providing those vehicles to every district serves very little purpose while adequate funds are not made available to run the vehicles. This has caused adult education officers to become desk officers so that the members of the community can only get the information from the office."

"It has been difficult as it has with other officers of the department for the Adult Education Officers

"to work as efficiently as I would have wished due to lack of adequate transport."

"The limited transport facilities did not make it easy for me to go round often enough to put pressure on students to pay fees."

"We have a vehicle, but it is not easy to see the teachers regularly with the limited petrol allocation given us ..... We need more petrol for this job."

A brighter note was sounded by one Adult Education Officer who stated that,

"Credit goes to the Community Development Officer who made travelling possible. At times Community Development projects and adult education projects were supervised jointly, hence we made use of one vehicle without any problems and work was carried out effectively."

However, other reports indicated some problems involved in co-ordinating field visits by different officers within one department.

(b) Limited areas served

Inability to extend adult education services to wider areas was cited as another serious problem involving lack of funds. There are parts of each district and province where much-needed adult education services cannot be provided because of lack of money for personnel, travel, and equipment. For example, in 1969, there was a total of 780 literacy classes in Kenya, with a total enrolment

of 64,456. This number is small in relation to the expressed need for accelerated functional literacy as an aid to national development. Adult education staff concerned with literacy were almost unanimous in stressing the need for more money in order to extend the literacy classes now being offered in only limited geographical areas.

Another example of service restricted to only a few areas is the Kenya National Library Service which, because of finance, is able to provide limited services in only four areas: Nairobi, Kisumu, Embu and Nyeri.

(c) Teaching materials

The lack of teaching materials and teaching aids particularly suitable for Kenya is caused in part by scarcity of funds for both their writing and production. Equally serious is the lack of small books or pamphlets as reading material for new literates. Teaching aids, including visual aids, need try-out in field situations to ensure their suitability and usefulness for the job at hand.

(d) Teachers

Finance is one handicap to obtaining enough - and qualified - teachers for adult groups.

A comment from the Division of Adult Education, Ministry of Co-operatives and Social Services, indicated that full-time teachers could be appointed specifically for teaching literacy classes if sufficient funds were available. It is believed

that this would improve the quality of the teaching and would attract more adult students. It would also be possible to have more day-time classes, a feature not practicable when using many employed people as part-time literacy teachers.

Reports from Provinces:

"In the past, local authorities used to employ women club leaders who were fully trained and would, therefore, contribute in the teaching of the ordinary woman. The women's club leaders have been withdrawn in nearly all places due to lack of money to keep them in employment."

"Our chief problems are lack of equipment and lack of qualified instructors."

"Some teachers were very young CPE leavers who did not know how to handle the adults. The students lost respect and as a result deserted."

"The County Council has requested additional funds so that the standard of teaching can be raised."

"Our part-time teachers are paid at a low rate; sometimes they do not honour their duty because they are paid little money. So we get little return. If they were paid more money, they might feel more responsibility and work more efficiently in order to retain their jobs."

Evening Continuation Classes:

"Results have inclined towards deteriorating

"rather than gaining better pass marks and this has been due to the poor staffing which is almost wholly manned by unqualified teachers. The first year was good because the centre then had 90% trained staff who have since declined to render their services to such classes due to the fact that there has been no improvement over the little money they are given as honorarium and the method used in giving the said money. This work has, therefore, been left almost entirely to untrained teachers."

2. General Failure to Recognise the Value of Adult Education

Lack of understanding of the importance of acult education and the contributions it can make to national development prevents adequate financing from being provided initially in many instances. This lack of understanding also allows funds set aside for adult education to be diverted to other uses, as indicated in the following excerpt from a District Officer's report:

"The District Community Development Committee agreed to allocate 2,000 shillings to assist adult education self-help projects .....
It is unlikely that this money will be released for use. It will be used elsewhere to assist some very desperate self-help projects in the District."

It is very probable that these self-help projects were indeed urgent. But so is adult education if it is the right kind. And, perhaps, real adult education, geared to community needs, would help prevent some 'very desperate' problems from arising.

3. Uncertainty of Funds

Some adult education centres and activities are uncertain as to the amount of funds available to them for their year's programme. In the Ministry of Agriculture, for example, all estimates for Farmers' Training Centres and for other agricultural schools and stations are lumped together in one Vote for "Agricultural Schools and Stations". This makes it difficult to plan programmes. In some cases, this problem is caused by a Ministry's failure to allocate specific amounts to a training centre. In other cases, it results from depending on foreign donations or local fund-raising to get finances.

4. Income not Returned to Centre

Farmers' Training Centres, and some other adult education services do not get the income from the sale of products from their farms and enterprises. The income goes directly to the Treasury as revenue and does not come back to the Centre. This lessens the incentive for high production on some farms and other enterprises.

5. Demonstration Farms not Always up to Standard

Due to lack of money, the farms at some Farmers' Training Centres are reported to be below the standards desirable to serve as demonstrations to the farmers who come to the Centre. Obviously this is a serious handicap for encouraging farmers to follow the practices they are taught.

6. Cancellation of Courses

A number of adult courses have had to be cancelled because of lack of money. One District Training

Centre reported that:

> "Due to financial difficulties experienced by some of the County Councils, we were unable to conduct the scheduled courses as originally planned."

The Ministry of Agriculture 1969 Report on Farmers' Training Centres states that:

> "It should be noted also that a number of Farmers' Training Centres had to close down for some months due to lack of funds to run the course schedule."

In another case, when the grants from a foreign donor came to an end, there were no sufficient funds to continue and some centres closed for six months out of the year.

7. Fees

The question of whether to charge fees for adult education activities and, if so, the amount of the fees is a continuing problem. This has been discussed more fully in the section of this Report on fee payment.

8. Inadequate Records

Lack of complete records makes it difficult to determine exact costing in some instances. Particularly with new voluntary efforts, proper accounting is not one of the first considerations.

9. Inter-mingling of Funds in Estimates

Problems in determining the exact amount of financing for adult education are complicated by the grouping of several activities within one Vote in Government Estimates. This was discussed in an earlier section of this Report.

10. Planning and Follow-up

Lack of money prevents adult educators from doing the field visiting to help in planning adult education and from doing the follow-up necessary to evaluate the effectiveness of the education given.

The following are quotations from two adult education workers:

- "We would like to do more follow-up, to help people on the spot with practical application of what was taught, but there is not enough money. We would like to evaluate our courses to see if they are relevant."

  "We must be sure that the courses are suitable and practical. We need to educate people on how our courses will benefit them. We need to travel and meet people in the villages and make people aware of what they will get from the course. We must attend Barazas and sit down and talk with people."

  "It would be better if the Centre staff members were allowed by finance to do the follow-up so as to meet different people in the field and learn their needs before course plan can be drawn for the Centre."

11. Funds Insufficient to meet Total Needs

There is insufficient money made available to carry out all the adult education needed to enable the people of Kenya to make their full contribution to national economic and social development.

12. Co-ordinating and Improving Adult Education Services in Rural Areas

Many Ministries and organizations conduct adult education activities in rural areas. Where these programmes operate independently of one another there can be inequalities in the distribution of these services as well as lack of co-ordination and timing. Some areas have no residential facilities for adult education, or perhaps inadequate ones. Some areas have more than one residential training centre.

In an effort to pool adult education resources and provide the best possible training and educational services to adults in the rural areas, the Government has adopted a proposal for Multi-pupose District Development Centres. These Centres will house the educational activities of all Ministries serving adults in rural areas and will make it possible to:

Provide well-rounded training programmes to the adult participants, for example, possibly combining agriculture, health and child care rather than having separate training programmes for each.

Save money through joint use of facilities such as classrooms, residential accommodation and libraries.

Obtain better teaching aids since they can be shared among several programmes.

Co-ordinate programmes so that they are evenly spread throughout the year.

Two pilot Multi-purpose District Development Centres have been agreed upon for Matuga and Embu. Although initial capital expenditures will be necessary, it is hoped that in the long run these Centres will provide better and more economical adult education than is possible under the present unco-ordinated system.

SUMMARY OF FINDINGS

1. There is a general lack of understanding of the scope of adult education and its role in national economic and social development. Many people equate adult education with literacy teaching alone, yet in terms of expenditure, literacy classes take only 1.6 per cent of total costs. "Education" is often restricted in people's thinking to formal schooling at primary school, secondary school and university.

2. Approximately £6,401,115 are spent for annual recurrent expenses for direct adult education in Kenya and approximately £433, 116 for indirect adult education, making a total of £6,834,231.

3. The Government of Kenya finances by far the largest portion of adult education in the country, including its contribution to the East African Community for training. Private employers finance the next largest portion, with voluntary organizations and local government authorities next.

4. At the time of this study, foreign donors were spending approximately £1,372,000 for experts and volunteers to assist adult education in Kenya. In addition, they were contributing approximately £273,835 to annual recurrent expenditures.

5. Other sources of income include sale of products and contract work, fees from students and their sponsors, local donations and fund-raising, member contributions, Government levy, industry levy, licensing and sale of time on Radio and TV. These sources contribute a comparatively small percentage of the total costs of adult education in relation to the funds provided by the Central Government, private employers and foreign aid.

6. Of the total recurrent expenditures for adult education, by far the largest amount, 62.6 per cent, is spent on vocationally-oriented training, including pre-service and in-service.

7. The next largest expenditure is for improvement in health, agriculture, homes and communities (26.4 per cent). Much of this expenditure, particularly agricultural training, could be called vocation-oriented.

8. Indirect, or self-education accounts for 7.4 per cent of the total.

9. A total of 3.6 per cent goes for adult education activities directed toward literacy, formal schooling substitutes and general knowledge.

10. Fee payment by students or their sponsors does not represent a significant proportion of the total financing of adult education.

11. It is reported that the requirement for payment of fees apparently discourages some adults from attending adult education courses.

12. In areas where classes are spread over a wide territory, it is possible that the expense involved in collecting and supervising the collection of fees is greater

than the total sum collected.

13. From the sample studied, it would appear that boarding costs at residential centres may amount to from 29 per cent to 45 per cent of the total costs of the centres.

14. The choice between residential and non-residential centres cannot be made on cost alone but must take into consideration the distances to be travelled by prospective adult students, the effectiveness of the learning at residential centres as compared with day or evening classes, the optimum length of time required for the training or education and whether the adults can be spared full-time from home and work responsibilities.

15. In tracing the trends in Votes which could be identified as adult education for selected institutions in Government Estimates over a three-year period (1968/69, 1969/70 and 1970/71), it was found that there has been a steady but small increase in the total votes for recurrent costs of adult education.

16. Excluding expenditures for indirect adult education and for in-service training, the estimated per capita expenditure for adult education in Kenya is £0.59 or 59 Kenya cents. Including in-service training, the estimated per capita expenditure is £1.18, or twenty shillings and eighteen cents. For all forms of adult education, including in-service and indirect, the estimated per capita expenditure is £1.26, or twenty shillings and twenty-six cents.

17. Estimated per capita expenditure for annual recurrent expenditures for formal schooling for young people is £3.10.

18. Findings concerning major problems involving finance are discussed in Section 13 of this Report.

RELATED OBSERVATIONS BASED ON THIS RESEARCH

Many of the findings in this Report indicate the necessity for having more money in order to carry out adult education activities to meet the needs of the country. However, the total question of financing must include consideration not only of the amount of money provided but also the effectiveness of its use. Is the total amount of over six-and-a-half million pounds for annual recurrent expenses of adult education in Kenya being spent to the best advantage?

Although this study does not attempt to evaluate the adult education activities described, the results of observation, interviews and reports suggest that in order to ensure that funds provided for adult education activities achieve the best results, adult educators should pay increased attention to planning, to training teachers of adults and to evaluation of results.

1. Planning

Reports from provincial and district staff quoted in Section 13 of this Report suggest that as a basis for planning, adult educators must get out in their communities and find the most pressing problems which can be solved or helped through adult education. This planning is a continuing process and programmes will change as needs and conditions change.

2. Training for Teachers of Adults

Other reports quoted in Section 13 cite the need for more money to provide for trained teachers. Government has set specific requirements for training teachers for secondary schools and primary schools, but little attention has been given to requirements for training teachers of adults.

Yet much of the effectiveness of adult education and the way in which adults carry out the skills they are taught depend on the ability of the teacher. Since attendance at most adult education activities is voluntary, if the teacher is not trained and skilled the adult may simply stop attending and may be discouraged from taking part in further adult education.

There is, of course, some training of teachers of adults going on in Kenya at the present time in such organizations as the Institute of Adult Studies of the University of Nairobi, the Management Training and Advisory Centre the Kenya Institute of Administration, as well as in-service training courses for teachers in agriculture, health, community development, literacy, co-operatives and trade. However, the amount of such training is small in relation to the need.

3. Evaluation

Continuing evaluation of adult education activities is necessary to see if they are actually meeting the objectives for which they were set up and carried out, and whether the money being spent is achieving the desired results. If after a training programme on how to plant and raise hybrid maize none of the farmers plant and raise hybrid maize, the planner of that particular programme would want to follow-up to see what went wrong. Evaluation results often point the way toward better use of the money available and are often useful in supporting requests for additional financing.

Continuing evaluation by the planners and administrators of adult education programmes is more useful than occasional evaluation by outsiders, although the latter may sometimes be desirable.

RECOMMENDATIONS

1. Government and educators should regard 'education' as a continuing integrated and life-long process and should plan on that basis.

Educational planning should start with pre-school. Next, plans should be made not only for those who will be able to go to primary and secondary school but co-ordinated plans should be made for some form of education for all others who will not receive formal schooling. This may be done through trade or technical schools, farmers' training centres, multi-purpose development centres, the National Youth Service, district training centres, youth centres, village polytechnics, homecraft centres, colleges of applied technology, literacy classes, formal school evening classes and continuing education by extension workers in health, agriculture, community development, co-operatives and trade.

The concept of education must be expanded from the too-common idea of a straight line through primary school, secondary school and university. Education is not a straight line, but a line with many branches, and each person in pursuing his education should be able to select - or be guided to - that kind of continuing education for which he is suited and which results in the development of skills needed for national development.

2. Adult educators should make more vigorous efforts to convince Government of the specific economic and social benefits of adult education.

First, they must have concrete examples of how adult education contributes to national development and then must present their case in a convincing way. It can be proved that some expenditures for adult education result in

savings in other costs. In the field of health, more money spent on health education could well result in a saving on health care expenditures. If it costs £3,000 to provide one hospital bed and £1,000 to maintain it for a year, then some of the money allocated for hospital could be saved if more money were spent on educating people so that they would not need as much hospital care. Money spent on agricultural extension should result in specific increases in crop production and increased contribution to the national product.

Further research into the end results of various types of adult education might well provide arguments to support requests for increased financing.

3. The question of payment of fees by adult participants should be studied to determine whether the fee requirement is uneconomic and whether it prevents some people from taking part in adult education activities.

Pending the outcome of this study, adult educators contemplating raising the amount of fees should consider the adverse effect which such an increase might have on the enrolment of adults who need the educational services offered.

4. Present activities to develop pilot Multi-purpose District Development Centres should be accelerated in order that their usefulness may be evaluated in relation to providing more effective and more extensive training as well as preventing duplication of services and facilities in one locality.

Results of this evaluation of pilot projects are needed as a basis for future planning of adult education centres.

5. A comprehensive and co-ordinated programme should be developed for training teachers of adults and administrators of adult education.

As a basis for this programme a study should be made to determine the training needs of staff engaged in these activities in Ministries and organizations, and the number of potential trainees.

The study should also include recommendations concerning planning, co-ordination, financing and allocation of responsibilities for this type of training.

6. Continuing evaluation of adult education programmes should be encouraged to determine to what extent they are meeting their objectives.

Such evaluation has important implications for financing.

7. Training in evaluation methods should be included in training programmes for teachers and administrators engaged in adult education.

8. The Board of Adult Education and the Institute of Adult Studies should consider conducting a workshop on Methods of Evaluating Adult Education Activities.

Such a workshop could serve as a stimulus to Ministries and organizations to initiate or improve the evaluation of their programmes.

9. Before additional residential centres are requested, studies should be made to determine:

Whether a residential centre is the best means of providing the adult education needed in that locality.

Whether existing centres are being used to full capacity and, if not, why not.

10. When adult education activities have proved their worth in what are often limited geographic areas, more funds should be allocated to allow the expansion of these services to other areas of the country where they are needed.

11. Government Ministries and departments which do not at present have a specific Vote for training should be encouraged to do so. Also, training activities should be identifiable in final accounts.

12. Efforts should be made to provide more funds for transport, including vehicles, petrol and repairs, in order to provide better supervision and thus more effective use of the money already being spent.

13. Consideration should be given to returning to training centres and other adult education departments the income from the sale of their products or services.

Such action would be an incentive to improve the productivity of these enterprises which should, in turn, provide a better example for the people being trained. This could be done under "Appropriations-in-Aid".

14. Adult education institutions should have an annual budget as a basis for efficient planning and accountability.

15. Studies should be made to determine the causes of the reported closing of Training Centres for specific periods due to lack of funds.

Recommendations should be included concerning ways to ensure the full use of these centres throughout the year.

16. Funds should be made available for the preparation of booklets and teaching materials suitable for adults and designed for adults in Kenya.

17. The Board of Adult Education should be strengthened in terms of financing and additional staff in order that it may be able to carry out the responsibilities assigned to it in the Act of Parliament by which it was established.

The pressing problems outlined in the Triennal Report of the Board of Adult Education, March 1966 - March 1969, are equally urgent today and support the need for this strengthening:

> "The essential problems are, how to:
>
> (a) Ensure that all adult education being undertaken should make maximum impact in the most economic manner.
>
> (b) Ensure that all adult education programmes reinforce the national and regional development programmes.
>
> (c) Ensure a complete coverage of adult education both rural and urban, and both functionally and territorially based on realistic priorities.
>
> (d) Ensure the maximum efficiency of staff and personnel engaged in the provision of adult education programmes.
>
> (e) Ensure the use of the best techniques and materials throughout the whole provision of adult education. 15

"(f) Ensure the sustaining of programmes until the achievement of specified objectives."

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PART II

DESCRIPTIONS OF THE ACTIVITIES OF MINISTRIES AND ORGANIZATIONS PROVIDING ADULT EDUCATION IN KENYA

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OFFICE OF THE PRESIDENT

In addition to the amounts spent for recurrent adult education costs by the various training institutions and activities sponsored by Government Ministries, the following Votes appear in the Estimates for the Office of the President:

	£
Headquarters - Training	8,500
Directorate of Personnel, Training	70,000
Provincial Administration	1,276
Departmental Training Schemes (Provision for salaries and allowances for 800 trainee staff and instructors)	345,000
Training Institutions (Kenya Institute of Administration, Government Training Institute, Maseno, Government Secretarial Colleges at Nairobi and Mombasa).	332,180

Most of the funds in the training Votes for the Directorate of Personnel - Training and Departmental Training Schemes - are used to pay for pre-service and in-service training expenses for present and future employees of the various Ministries, not included elsewhere in this Report.

Sources of Information

1970/71 Estimates of Recurrent Expenditure of the Government of Kenya for the year ending June 30,1971.

Sources of Information (ctd.):

Interviews with staff of Office of the President.

THE KENYA INSTITUTE OF ADMINISTRATION

The Kenya Institute of Administration is an in-service training institution for the Government. It is a residential school located at Kabete and offers courses in several fields. One field is Public Administration, including a number of management courses as well as Executive Training. The Community Development (Social Development) Department is the only one that accepts non-governmental students. It is an outgrowth of the former School of Social Work at Machakos. Another department is concerned with training staff members of the Co-operative Department of the Ministry of Co-operatives and Social Services. Local Government and Law courses are the special concern of one department, and another's field is English and Kiswahili.

Most of the students are serving members of the Government and receive their salaries while attending these courses. They pay a mess charge of Shs.156/- per month - or one-quarter of their salaries - whichever is the least.

The Institute also operates a Conference Centre which is available for use by other groups.

Source of Income

Government of Kenya.

Sources of Information

Interviews with staff members of Office of the President.

Sources of Information (ctd.)

Visit to the Institute.

Government Estimates 1970/71.

GOVERNMENT TRAINING INSTITUTE, MASENO

The Government Training Institute at Maseno is an in-service training school for Government employees. It took on its present functions in 1967 and is residential. Its three fields of study and training are the Executive Training Department, the Accounts Training Department and the Community Development Training Department.

Courses in the Executive Training Department include Personnel, Office Management, Clerical, Registry Supervision and Administration (skills for Chiefs).

In the Accounts training Department courses are given for Audit Assistants and District Accountants/Cashiers, as well as courses in Executive Accounts and those for the C.P.A./C.P.S. Preliminary Examination.

The Community Development Training Department offers courses for Community Development Assistants and Youth Centre Leaders.

Source of Income

Government of Kenya.

Sources of Information

Interviews with staff of Office of the President.
Government Estimates 1970/71.

KENYA GOVERNMENT SECRETARIAL COLLEGE - NAIROBI

The Kenya Government Secretarial College, Nairobi, provides a nine-month residential course for young women. Subjects include typing, shorthand, English, office practice and secretarial duties. No fees are charged and the students are provided with accommodation and pocket money. Students passing Form IV are selected by Government and sent to the College. They are placed in Government posts upon successful completion of the course.

No evening classes are offered at the present time, but there are plans to start evening classes to improve typing and secretarial skills.

Source of Income

Government of Kenya.

Sources of Information

Interviews with staff of the Office of the President.

Visit to the College and interview with staff.

Government Estimates 1970/71.

KENYA GOVERNMENT SECRETARIAL COLLEGE - MOMBASA

The Government Secretarial College at Mombasa opened in 1964. It is a residential school and is operated on the same basis as the Government Secretarial College in Nairobi. It offers a full secretarial course including typing and shorthand. Those who complete the course successfully are bonded to work for the Government for three years.

There are no school fees as the College is basically an in-service training school for Government.

Source of Income

Government of Kenya.

Sources of Information

Interviews with staff of the Office of the President.

Visit to the College and interview with staff.

Government Estimates 1970/71.

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MINISTRY OF AGRICULTURE

AGRICULTURAL EDUCATION AND TRAINING INSTITUTIONS

This Report deals only with sub-professional training in agriculture since professional training is provided at the University of Nairobi and thus is outside the scope of this study.

Diploma Level

Egerton College at Njoro provides three-year post-school-certificate diploma courses in Agriculture, Animal Husbandry, Farm Management, Economics, Agricultural Engineering, Range Management, Dairy Technology, and Agricultural Education, as well as Agriculture with Home Economics for women. During vacation periods, short in-service training courses are given. The students at this College almost all become Government employees, mainly in the Ministry of Agriculture. The College is operated by a Board of Governors appointed by the Minister for Agriculture.

Estimated Annual Recurrent Expenditures for the year ending December 1971

£371,810 (exclusive of the College Tatton Farm which is expected to operate on a break-even basis, and Ngongogeri Farm, which is operated on a commercial basis.)

Sources of Income

Government of Kenya	£141,815
Fees	210,250
General Income (sales, rent, dispensary fees, transport fees, ...)	19,745
Total:	£371,810

Certificate Level

The Embu Institute of Agriculture offers two-year courses at Certificate Level. Designed for School Certificate holders, one course is provided in Agriculture and the other course, for women students only, combines Agriculture with Home Economics.

The Aniaml Health and Industry Training Institute (AHITI) has, as its main activity, the running of two-year (post-school-certificate) courses for men who will become Animal Health Assistants and Range Assistants. It also offers shorter courses on specialised aspects of the livestock industry, especially artificial insemination, and a two-year certificate course in Leather Manufacture.

Managerial

The Dairy Training School at Naivasha gives courses for managers of rural milk collection centres. The main course runs for six months, of which two weeks are spent on animal and dairy husbandry at AHITI, and four weeks on practical dairy training at the Mariakani Milk Scheme in the Coast

Province. Three-week courses are given for new managers in order to give them some background information for their posts, before they are able to get one of the limited places in the long course.

The Large-Scale Farmers' Training Centres at Thomson's Falls and at Eldoret are designed to train African farm managers. The ten-month course emphasizes crop and animal husbandry, farm machinery, management and book-keeping.

Operatives

The Narosura Mechanization Scheme provides three-month courses in farm mechanization.

Operatives are also trained in three-week courses at the Naivasha Dairy Training School, described above.

Estimated Annual Recurrent Expenditures for 1970/71 for:-

The Embu Institute of Agriculture
The Animal Health and Industry Training Institute
The Dairy Training School at Naivasha
The Large-Scale Farmers' Training Centres at Thomson's Falls and Eldoret
The Narosura Mechanization Scheme

All at: £194,150.

Sources of Income

Government of Kenya.

Fees.

Foreign Grants.

Outside Aid for all above listed Agricultural Training Institutions including Egerton College: (excluding grants)

17 Experts

2 Volunteers.

FARMERS' TRAINING COURSES

The Annual Report of the Farmers' Training Centres for 1969 indicates that there were 29 residential Farmers' Training Centres operating in various sections of Kenya. These Centres offer courses in many fields of rural development as well as in-service training courses. Frequently-offered courses were those in General Agriculture, Home Economics, Animal Husbandry, and specialised activities such as Coffee Husbandry and Bee-Keeping. Other courses included those for staff of the Ministry of Agriculture, Range Management Staff, Community Development Staff, Chiefs and Sub-Chiefs, Traders, Teachers of Adult Literacy, 4-k Club Leaders and Members, Staff of Co-operatives, and School Leavers.

The following is the programme of courses conducted by one Farmers' Training Centre in one year:

Type of Course	Number of Courses
General Agricultural Courses	9
Home Economics	
For Home Economics Assistants	2
For wives of farmers	4
Animal Husbandry	2

Type of Course (ctd.)	Number of Courses
Coffee Husbandry	2
Staff of Co-operatives	
Book-keepers	2
Secretaries	1
4-k Club Leaders	2
Metric System for Coffee Secretaries	1
Adult Literacy Teachers	1
4-k Club Members	2
Refresher Course	1
Total:	29

The length of the courses in Farmers' Training Centres varies. In 1969, there were 102 courses lasting from two to four days, 751 one-week courses, and 102 two-week courses. Longer courses are occasionally run as staff in-service training courses for those in specialised fields such as Nursery Teachers.

Fees charged for courses for farmers are now Shs.15/- per week.

4-k Club Members pay Shs.5/- per week. Fees for non-agricultural courses are Shs.20/- per student per week.

Estimated Annual Recurrent Expenditures, 1970/71: £145,000.

This is an estimate since no specific figures are available. The Government Estimates show one entry for 'Agricultural Schools and Stations', and the grants for schools are intermingled with those for agricultural stations. Also, Personal Emoluments are not differentiated for agricultural schools. All Personal Emoluments are lumped together for the entire Department of Technical Services of the Ministry. The estimate above is based on the best information available at the time the study was made.

Estimated Income, 1970/71:

Government of Kenya	£127,320
Donations, including UNICEF, Freedom from Hunger, and the Coffee Board	17,680
Total:	£145,000

The income and expenditure for seven Farmers' Training Centres are not included in the above figures. These are, The Salvation Army Centre at Thika, The East African Friends' Centre at Lugari, the Local Council Farmers' Training Centre at Kipsigis, and four centres at Isinya, Kaaga, Marimanti and Njabiri operated by the National Christian Council of Kenya and its member churches. Expenditures and incomes for these centres are included under their respective sponsors.

It was not possible to obtain specific information concerning income from fees and from sale of produce. One estimate, probably high, placed these figures at:

Fees	£12,500
Sale from farms	34,475.

However, income from these two sources has not been included in the total for recurrent expenditures for, in most instances, this revenue is turned in to the Treasury and is not added to the money available for the Centres.

Outside Aid

In addition to the above-listed foreign contributions, approximately 20 foreign experts were made available to Farmers' Training Centres at the time of this study.

Sources of Information (for the entire section on Agricultural Training Institutions)

1970/71 Estimates of Recurrent Expenditure of the Government of Kenya.

Visits to Training Centres.

Interviews with staff of the Ministry of Agriculture and Centres.

Annual Reports of Farmers' Training Centres.

Republic of Kenya Development Plan, 1970-74.

Report of the Agricultural Education Commission, 1967.

EXTENSION SERVICE

Much of the work of the Agricultural Extension staff is really adult education. For example, in the Crop Division, Agricultural Officers work with farmers individually or in groups. They make them aware of new methods and new products, and assist them in adopting these new ways. They conduct demonstrations and Field Days. They follow-up to see if the farmer understands the skills or products demonstrated, to see if he is following them and to discuss and try to overcome problems encountered. In some Divisions there are different percentages of time devoted to 'adult education'. For example, in the Veterinary Division many of the functions described above are carried out, but a greater percentage of time is spent on preventing animal disease. However, adult education does exist through the whole range of agricultural extension workers, including Agricultural Officers, Livestock Officers, Animal Health Assistants and Range Assistants. Estimated costs for the percentage of their time which they spend on adult education are included in this study.

Estimated Annual Recurrent Expenditures for Adult Education by Agricultural Extension Workers, 1970/71: £820,200.

In estimating the expenditures for agricultural extension workers in relation to adult education, the following calculations were made:

Number of staff in each type of extension work.
Salary mid-point.
Per cent of time spent on adult education by categories of staff.
Total amount for salaries on adult education functions.

Proportionate share of other Personal Emoluments.
Travel.
Subsistence.

Source of Income

Government of Kenya.

Sources of Information

Government Estimates, 1970/71.

Interviews with Ministry staff.

Information supplied by Ministry staff.

Visits to Provincial and District Agricultural offices.

AGRICULTURAL INFORMATION CENTRE

The purpose of the Agricultural Information Centre is to gather accurate and useful agricultural information and to communicate this information to farmers in ways they will understand. This is done through radio programmes, pamphlets, posters, films and a mobile cinema van. Four radio programmes are produced each week, one in English and three in Swahili. These are primarily designed to assist in campaigns carried out by Ministry staff.

Pamphlets are prepared and produced telling farmers how to carry out such activities as Cotton-growing, Ukuzaji Bora wa Minazi, Cassava-growing, Coffee-pruning and Kufuga Nguruwe kwa Faida. Illustrated posters are prepared and distributed, calling the attention of farmers to Panba ni Pesa, Nyunyizia Dawa Mahindi Yako, Tia Fatalaiza Kahawa

Yako and similar activities.

Films are produced for use at Farmers' Training Centres and by mobile cinema vans. Those completed, or in progress, include films on Maize-growing, 4-k Clubs, Cotton-growing and Tea-growing. The Centre has one mobile cinema van which travels to all Provinces using its public address system as well as films to bring information to farmers.

Estimated Annual Recurrent Expenditures, 1970/71: £4,350.

Source of Income

Government of Kenya.

Sources of Information

Visit to Centre and interview with staff.

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MINISTRY OF HEALTH

MEDICAL TRAINING CENTRE

The Medical Training Centre is responsible for organizing and supervising all of the training schemes of the Ministry of Health for nurses and other paramedical personnel. Theoretical teaching takes place at the Centre, and where practical experience is necessary it is available at the Kenyatta National Hospital which is next door. Field experience is also included in many of the courses.

Students who are selected for these training courses receive free accommodation, food, tuition and a monthly pocket-money allowance. For senior courses, students are bonded to complete the course and after completing their training to serve the Government for at least three years.

The following courses are applicable to Secondary School leavers:

Registered Nurse Course (3½ years)
Radiography Course (2 years)
Public Health Inspection Course (3 years)
Physiotheraphy Course (3 years)
Pharmaceutical Technician Course (3 years)
Laboratory Technician Course (3 years to the Intermediate Certificate)
Entomology Laboratory Technician Course (3 years)
Occupational Therapy Course (3 years)
Dental Technician Course (3 years)
Registered Medical Assistant Course
This course is being conducted at Machakos until the new facilities at Nakuru are completed.

The following courses are applicable to other School Leavers:

Health Assistant Course (2 years)
Laboratory Assistant Course (3 years)
Enrolled Nurse Course (2½ years)
This training is carried out at all Provincial Hospitals and at a few District Hospitals.
Enrolled Community Health Nurse (3½ years)
This training is done at the School of Community Training at Thika as well as at Kisumu and Mombasa.
Enrolled Mental Nurse Course (3 years)
This training is at the Mathari Hospital and the Medical Training Centre.
Dark-Room Assistant Course (2 years)

The following in-service courses are offered:

Registered Midwives Course
Meat and other Foods Inspector Course
Anaesthetic Assistant Course
Optomic Course
Ear, Nose and Throat Course
Certified Medical Assistant Course
Laboratory Assistant Extension Course
Enrolled Midwives Course
This course is held in the Provinces, at Mombasa, Kisumu and Fort Hall.
Enrolled Public Health Nurse Course.
This course is conducted in Embu and Kisumu.

Estimated Annual Recurrent Expenditures 1970/71: £1,020,375.

This includes expenses for hostel, tuition, administration and emoluments, including salaries for in-service trainees and allowances for pre-service trainees.

Source of Income

Government of Kenya.

Sources of Information

Interview with staff of the Medical Training Centre and visits to the Centre.

"Course of Training, Medical Training Centre, 1970".

HEALTH EDUCATION DIVISION

The aim of the Health Education Division is primarily to assist the staff of the Ministry of Health, as well as Health staff in the Provinces, District and Divisions to carry out the health education phases of their work more effectively.

Health education is carried on by a wide variety of people, including not only doctors but also Health Inspectors, Health Assistants, Health Visitors, Medical Assistants, Nurses, Public Health Nurse, Social Workers and Community Development Workers. It is the responsibility of the Division to familiarise these people with the health education methods which havebeen found most effective and to provide teaching aids. Specifically, the activities of the Division include:

1. Providing health education training to paramedical students at the Medical Training Centre.

2. Providing visual materials and assisting in the construction of health exhibits in various parts of the country.

3. Producing art work and printed materials as tools of public health instruction.

4. Supplying a photographic service to units of the Ministry of Health, other departments of the National Government and some private agencies.

5. Constructing teaching aids such as exhibit stands, flannelgraph holdalls, flip charts, and specimen boxes for use in training programmes.

Estimated Annual Recurrent Expenditures, 1970/71: £25,000.

Source of Income

Government of Kenya.
(The Government Estimates for 1970/71 show an item of income "From the sale of Health Education Materials", in the amount of £600. However, this money goes to the Treasury and is not given to the Ministry of Health to supplement the above grant.)

Sources of Information

Government Estimates, 1970/71.

Interviews with Division and Ministry staff.

Interviews with Health staff in the Provinces.

Outside Aid

2 Experts

1 Volunteer.

ENVIRONMENTAL HEALTH
(Health Inspectors and Health Assistants)

A large amount of health education work is carried out by the Health Inspectors and Health Assistants at all levels. These health workers are concerned with teaching people how to take care of their surroundings in such a way that they will promote good health and prevent disease. They are concerned with teaching about protection of water supplies; housing conditions that include good ventillation, good walls and roofs; food hygiene including proper storage and handling; village sanitation including construction of latrines, siting of refuse pits, and cutting of grass and bush. Health workers also assist in campaigns to prevent specific diseases such as cholera and malaria. This health education and training is done individually, or in class groups, or at barazas. Health workers also have responsibility for inspection, but a large proportion of their time is spent on teaching people how to provide an environment which will facilitate good health.

Estimated Annual Recurrent Expenditures for Adult Education by Health Workers, 1970/71: £329,750.

(For methods of calculation, see section on Agricultural Extension Workers.)

Source of Income

Government of Kenya.

Sources of Information

Government Estimates, 1970/71.

Interviews with Ministry staff, and Provincial and District Health Officials.

KAREN COLLEGE

Karen College is designed to educate Government-employed women who have a role to play in the social and economic development of Kenya and who need in their work some education in the fields of nutrition, health, hygiene, home management and child care. It comes under the Ministry of Health and has a Consultative Board made up of representatives from the Ministries of Health, Agriculture, Education, and Co-operatives and Social Services.

Opened in 1968, the College has provided courses for Field Nutrition Workers (nurses and midwives), Community Development Workers, and Home Economics Extension Workers. All students are sponsored by their Ministries who pay an average of Shs.4/- per day for the accommodation and tuition costs. There is accommodation for 62 students and courses last from two weeks to six months. Subjects vary somewhat according to the particular group being trained, but usually include nutrition, commodity knowledge, home budgeting, consumer information, planning, hygiene of the home, housewifery, child care, and sometimes, needlework. Most of the students are extension workers and are expected to train women in these activities when they return to their stations.

Estimated Annual Recurrent Expenditure, 1970/71: £18,000.

Source of Income

Government of Kenya	£15,000
Fees	3,000

Outside Aid

Experts have been provided in the past but as of July 1, 1971 all staff and costs are paid by the Government of Kenya.

Sources of Information

Visit to the College and interview with staff.

1970/71 Estimates of Recurrent Expenditure of the Government of Kenya.

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MINISTRY OF WORKS

ROAD MAINTENANCE DEPARTMENT

KENYA HIGHWAYS TRAINING CENTRE

The Kenya Highways Training Centre is an in-service school for employees of the Road Maintenance Department of the Ministry of Works. Opened in 1969, it is residential and all students have had practical experience in Roads Maintenance. It is planned to train some 2,000 employees over the next three years.

The two main courses for roads maintenance supervision are for,

1. Overseers, and

2. Foremen.

Subjects in the six-week Overseers' Course include materials and soil; elementary road design and construction; earth, gravel and bitumen road maintenance; drainage, grading, inspection reporting; care, maintenance and operation of plant, vehicles and tools; control of stores; safety and road camps, general supervision. The thirteen-week Foremen's Course is a follow-up course taken not less than six months after the Overseers' Course and covers a review of that course with additional subjects such as foremanship and management; elementary surveying; public relations; estimating; and practical projects for role-playing. Courses are being developed for Roads Inspectors and Superintendents.

Following a six-week Plant Operator Instructors' Course, other courses have been developed for plant operators which concentrate on the aspects of safety, maintenance and

operating techniques to prepare them for their occupational tests.

To train plant and vehicle mechanics, a workshop is now being constructed and courses will start early in 1972.

Estimated Annual Recurrent Expenditure, 1971/72: £57,000.

Source of Income

Government of Kenya.

Sources of Information

Visit to Centre and interview with staff.

Government Estimates 1971/72.

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MINISTRY OF LABOUR

THE MANAGEMENT TRAINING AND ADVISORY CENTRE

The objective of the Management Training and Advisory Centre is to provide services to management in Kenya through offering training courses and a consulting service to individual organizations. The major activity of the Centre up to the present has been Management Training Courses and it is this aspect which is dealt with here.

The schedule of Management Training Courses for July 1970 - June 1971 included 69 courses lasting from two days to eight weeks. Several of the courses consist of an initial session of training at the Centre, followed by the participant's return to work where he is visited by an instructor, followed by a final period back at the Centre.

Most of the courses are held at the Centre in Nairobi, which is non-residential. However, 21 courses for 1970/71 were scheduled for the following centres: Mombasa, Kisumu, Embu, Nakuru, Limuru, Kakamega and Kikuyu. Courses in 36 different subjects were scheduled, including Supervisory Training, Personnel Management, Store-keeping, Stock Control, Management Accounting, Export Marketing, Small Business Management, Salesmanship, Organization and Methods, and Successful Management Communication. Courses were also conducted for Trade Union Officials, Trade Union Educationists and Trade Union Finance Officers.

Fees for these courses range from Shs.30/- to Shs.500/-, depending primarily upon the length of the course.

The Centre is financed by the Government of Kenya, by fees and by assistance from UNDP/ILO. At the present time there are seven ILO experts and advisers on the staff.

Counterpart positions for these experts are included in the Estimates for the Centre.

Estimated Annual Recurrent Expenditures, 1970/71:	£32,717.

Sources of Income

Government of Kenya	£27,065.
Fees	5,661.

Outside Aid

7 Experts and Advisers from UNDP/ILO.

Sources of Information

Interviews with staff at the Centre.

1970/71 Estimates of the Government of Kenya.

NATIONAL YOUTH SERVICE

The National Youth Service provides a two-year work and education programme for young men and women between the ages of 16 and 30 years. Approximately 2,000 recruits are admitted each year. The first two-month basic training programme includes civics, first-aid, physical education, drill, fire fighting, nutrition, hygiene and a period in a project camp. The next six months are spent in work on a project or a farm. Projects include road-building, bush-clearing, airport earthworks, and construction of embankments for flood control. Farm work is done on one of the Service's large mixed farms or its cattle ranch. The next three months are spent in a concentrated programme at an Education Unit.

Since the recruits vary in educational background from those with no formal schooling to those who have completed Secondary Form IV, the educational programme is adapted to meet these differing qualifications. The Service does not prepare the young men and women to take school examinations but tries to give them the type of education which will be most practical when they leave the Service. Courses include basic mathematics, agricultural theory, the English language, elementary science and civics.

The next six months are spent in work on projects and farms or in special training. Some service men and women are given a concentrated Farmers' Training Course lasting three months. Others go to the Service's Vocational Training Centre at Mombasa where trade training is provided in masonry, carpentry, fitting, turning, vehicle mechanics and electrical work. Some go to the Service's Central Workshops in Nairobi for more advanced trade training. Also, at these Workshops are the Service's Driving School and the Plant Operator Training School where training is provided in handling bulldozers, graders and other heavy equipment on actual work projects. Training opportunities are also offered in store-keeping, accounts, clerical duties, health work, typing, tailoring and switchboard operating.

Because of the varying lengths of time required for these different special training courses, there is some flexibility in the remaining period of service. Basically, however, most service men and women, following the second six-month period on project or farm, again gather in a central unit for another three-month intensive educational programme along the same lines as the earlier period. This is followed by a four-month period of supervised work using the skills in which they have been trained.

Estimated Annual Recurrent Expenditures, 1970/71: £529,700.

Actual Income, other than Government, 1970/71

Marambee Farms, Sale of produce and livestock		£5,225
Development Projects - hire of plant and vehicles		1,838
Miscellaneous		12,620
	Total:	£19,683

Sources of Income

Government of Kenya		£510,017
Other		19,683
	Total:	£529,700

Foreign Experts and Volunteers

39 - Mostly in vocational training or mechanical maintenance duties.

Sources of Information

Interview with staff of the Service.

1970/71 Estimates of Recurrent Expenditure, Government of Kenya.

Reports.

APPRENTICESHIP TRAINING

Apprenticeship Training in Kenya is governed by the Industrial Training Act, which was amended in January 1971. This Act sets up rules and procedures concerning the establishment of apprenticeship programmes by individual employers as well as for supervision of these schemes.

The amendment of January 1971 introduced a new feature of training levies. Two of the main objectives of this amendment are:

1. To encourage industrial employers to train employees.

2. To spread the cost of training within the industry. In many cases, an employee trained at some expense by one employer transfers to another who has not had the expense of training this new employee. Under the amendment of 1971, the cost of training is spread among the employers in an industry, and they all have a share in training those employees who may come to them trained by another employer.

This amendment establishes a National Industrial Training Council. In addition to its responsibility in connection with the on-growingapprenticeship programme, the Council is given the following added responsibilities:

"It shall ensure an adequate supply of properly trained manpower at all levels in industry;

It shall secure the greatest possible improvement in the quality and efficiency of Industrial Training;

It shall share the cost of training as evenly as possible between employers."

The Training Council is authorised to set up Training Committees for specified industries. These Committees are made up of nine members, three chosen to represent employers in the industry, three to represent employees and three to represent other interests. These Committees discuss and agree upon proposals for the raising and collection of a training levy on all employers in their particular industry. If approved by the Training Council, these recommendations go to the Minister for Labour who may make a training levy order, specicying the amounts and method of payment of the levy by each employer. Penalties are set for failure to pay.

All money received under this training levy Order is paid into a Training Levy Fund established for the particular industry concerned. The Director of Industrial Training may make payments out of this Training Levy Fund to employers in the specific industry for any of the following purposes:

"(a) the payment of maintenance and travelling allowance to persons attending training courses;

(b) the making of grants or loans to persons providing courses or training facilities;

(c) the payment of fees to persons providing further education in respect of persons who receive it in association with their training; and

(d) the reimbursement of an employer for all or part of his training costs including fees, instruction costs, materials costs and wages of apprentices or indentured learners while attending training courses."

The first industry Training Committee to be set up was the Building and Civil Engineering Committee which discussed the appropriate levy which was to be recommended to the Minister. The Minister made the Building and Civil Engineering

Training Levy Order in October 1971.

192 companies in Kenya have approved apprenticeship programmes. In 1970, the total number of apprentices was 341; in 1969, the total was 904. The drop in number of apprenticeships is ascribed to the uncertainties arising from the discussions of the Industrial Training (Amendment) Act, 1971 and the delay in its passage, as well as the time required to set up the necessary new administrative organization. It is anticipated that the number of apprentices will increase in 1972.

Estimated Annual Recurrent Expenditures

Expenditures for this programme are included in the costs for the National Industrial Vocational Training and Trade Testing Centre (following).

Sources of Information

Interview with staff of the Ministry of Labour and others at the Centre.

The Industrial Training Act, Chapter 237.

The Industrial Training (Amendment) Act, 1971; No. 3 of 1971.

NATIONAL INDUSTRIAL VOCATIONAL TRAINING AND TRADE TESTING CENTRE

The National Industrial Vocational Training and Trade Testing Centre is operated by the Ministry of Labour. It started training operations in 1968 and provides training in the following fields: Metal Trades, Building Trades, Electrical Trades, Automobile Trades, Woodworking Trades,

Welding Trades, Supervisory Skills, and Teaching Techniques. It also provides a Trade Testing service.

The three main areas of training courses are in Apprenticeship, Skill Improvement, and Foreman Instructor training. Skill improvement courses last from two to three weeks, with a fee of Shs.25/- per week. Most trainees are sponsored by their employers although some attend on their own without sponsorship. Longer courses are provided in connection with formal apprenticeships. The apprenticeships last from three to five years, and the amount of time spent at the Centre varies according to the particular trade and employer. The fee for this training is also Shs.25/- per week. The amendment to the Industrial Training Act may bring about some changes in these arrangements.

Estimated Annual Recurrent Expenditures, 1970/71: (Apprenticeship Programme and the Centre)	£50,540.

Estimated Income

Government of Kenya	£44,540
Fees (Printed Estimates)	3,000
From UNDP/ILO for some recurrent costs	3,000
Total:	£50,540

Foreign Aid

From UNDP/ILO:
10 Experts, plus some recurrent costs.
(See above)

Sources of Information

Visits to Centres and interviews with staff.

1970/71 Estimates of Recurrent Expenditure of the Government of Kenya.

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MINISTRY OF TOURISM AND WILDLIFE

DEPARTMENT OF FISHERIES

FISHERIES TRAINING SCHOOL

The Department of Fisheries of the Ministry of Tourism and Wildlife operates a Fisheries Training School at Mombasa. Established in 1968 at the Mombasa Technical Institute, the school was originally designed to train fishermen in improved methods and gear as well as to provide in-service training for staff of the Department. However, it was difficult for fishermen to come to the course because they could not leave their work - and income - and also because many could not afford to pay the unsubdized costs. Therefore, the emphasis has shifted to in-service training of Department staff. Training of fishermen is expected to be done through an extension-type service.

Two courses are offered: one, a one-month elementary course for Fish Scouts and, two, a more advanced three-month course for Fisheries Assistants. Subjects taught are, Gear Technology, Navigation and Seamanship, Fishery-Co-operatives, First Aid and Life-saving, Accounts and Book-keeping, Fishery Biology, Elements of Marine Mechanics, Boat Handling and Boat Maintenance, and Elements of Administration.

Estimated Annual Recurrent Expenditures, 1970/71: £5,600.

Sourcesof Information

Interview with staff of the Department.

Estimates of the Government of Kenya, 1970/71.

Source of Income

Government of Kenya.

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MINISTRY OF INFORMATION AND BROADCASTING

DEPARTMENT OF INFORMATION

The Department of Information of the Ministry of Information and Broadcasting provides the written and visual aspects of the Ministry's responsibility for informing and educating the people of Kenya.

In addition to providing a news service, the Department of Information also operates Mobile Cinema Units which bring educational films to people in the rural areas. A Film Production Unit has been set up to produce films which will be of direct value for education and training in Kenya. The Department also issues informational publications and has a photographic unit.

Estimated Annual Recurrent Expenditures for Adult Education, 1970/71:

£76,200.

Source of Income

Government of Kenya.

Sources of Information

The Development Plan, 1970/74.

1970/71 Estimates of Recurrent Expenditure of the Government of Kenya.

Interview with Provincial Information Officer.

VOICE OF KENYA

The Voice of Kenya, through its radio and television services, offers two types of programmes which can be considered as forms of adult education. One is the indirect informational type of programme, including news, discussions, talks, interviews and documentaries. The other is the more direct type of adult education programme such as those put on by the Institute of Adult Studies, designed to accompany their Correspondence Courses. Included in this category also are programmes on Better Farming, Better Health, Cooking, Language, Road Safety, In-service Courses for Teachers, and History Lessons.

In calculating the expenditures by VOK on adult education, the following broadcast services were included: The National Service (in Swahili), the General Service (in English), the Vernacualr Services (in several languages), and Television.

The Weekly Programmes for August 21 - 27, 1971 were analysed with staff members of VOK to select those which fall into the two above-described adult education categories. Spot checks were made on specific programmes to verify their inclusion.

The total broadcast hours for all four services were calculated. The hours devoted to each of the two categories of adult education were totalled, and the per cent of total broadcast hours calculated.

These percentages were applied to the total recurrent expenditures for the VOK to determine the amount spent annually for 'adult education'.

Estimated Annual Recurrent Expenditures, 1970/71:

Voice of Kenya		£818,410 *
5% Direct Adult Education	£ 40,920	
30% Information (Indirect)	245,520	
Estimated Total for Adult Education:	£286,440	

Source of Income (1970/71 Estimates)

		5% Direct	30% Indirect
Income from Licence Fees, Advertising and Miscellaneous	£217,000	£31,000	£186,000
Grant from Government	69,440	9,920	59,520
	£286,440	£40,920	£245,520

* Figures for the Voice of Kenya expenditures and incomes are taken from the 1970/71 Recurrent Expenditures, minus the total for the Institute of Mass Communication, covered elsewhere in this Report.

Sources of Information

Interview with staff of the Voice of Kenya.

Analysis of Programme Schedules for all services for the week August 21-27, 1971.

Observation of selected programmes.

Government Estimates, 1970/71.

THE KENYA INSTITUTE OF MASS COMMUNICATION

The Kenya Institute of Mass Communication at the present time serves mainly as an in-service training institution for the Ministry of Information and Broadcasting. Started in 1967, it was a further development of the earlier Voice of Kenya Training School which began in 1965. The Institute offers courses in three main fields: Engineering, Programme Production, and Information. It is not residential.

In the Engineering field, a 3½ year course for Broadcasting Technicians emphasizes maintenance and repair of equipment. Some of the time is spent at the Kenya Polytechnic where the students prepare for City and Guilds examinations at 'B' level. Students also have a working attachment to the Voice of Kenya. The 15-month course for Technical Assistants also includes work at the Kenya Polytechnic leading to City and Guilds 'A' level and work at the Voice of Kenya. The 15-month course for Junior Technical Operators covers the technical operation of broadcasting equipment. Occasionally, other courses are offered as needed; for example, an orientation course in broadcasting for new graduate engineers employed by the VOK, or refresher courses for VOK technicians. All the three main engineering courses take candidates from school leavers. A School Certificate with good credits in

mathematics and physics is necessary. Recruitment for all the courses is done through the Public Service Commission.

In the field of Programme Production, two courses are offered: one, for Radio Production, and the other, for Television Production. Each of these is a 15-month course. They cover all phases of producing programmes, including programme planning, research, studio production, rehearsal, budgeting, scripting, and camera direction. During these courses there is no working attachment to the Voice of Kenya, but students are encouraged to take part in its programme activities. Entrance requirements include a School Certificate or Higher School Certificate, with credits in Swahili and English.

The 15-month course in Information covers all phases of information work, including Journalism, Publications, Printing, Photography, Tape Recording, Films, Displays, Libraries, and Organizing Publicity Campaigns, as well as background courses in Economics, Government and World Affairs.

The Institute has complete facilities for training in Broadcasting, including a radio studio, television studio, photographic rooms, recording studio, and workshops.

Estimated Annual Recurrent Expenditures, 1970/71: £65,690.

Sources of Income

All income is from the Government of Kenya. There is some topping-up of salaries of the British staff whose Kenya salaries are included in the above figures.

Sources of Information

Interviews with staff at the Institute.

1970/71 Government Estimates.

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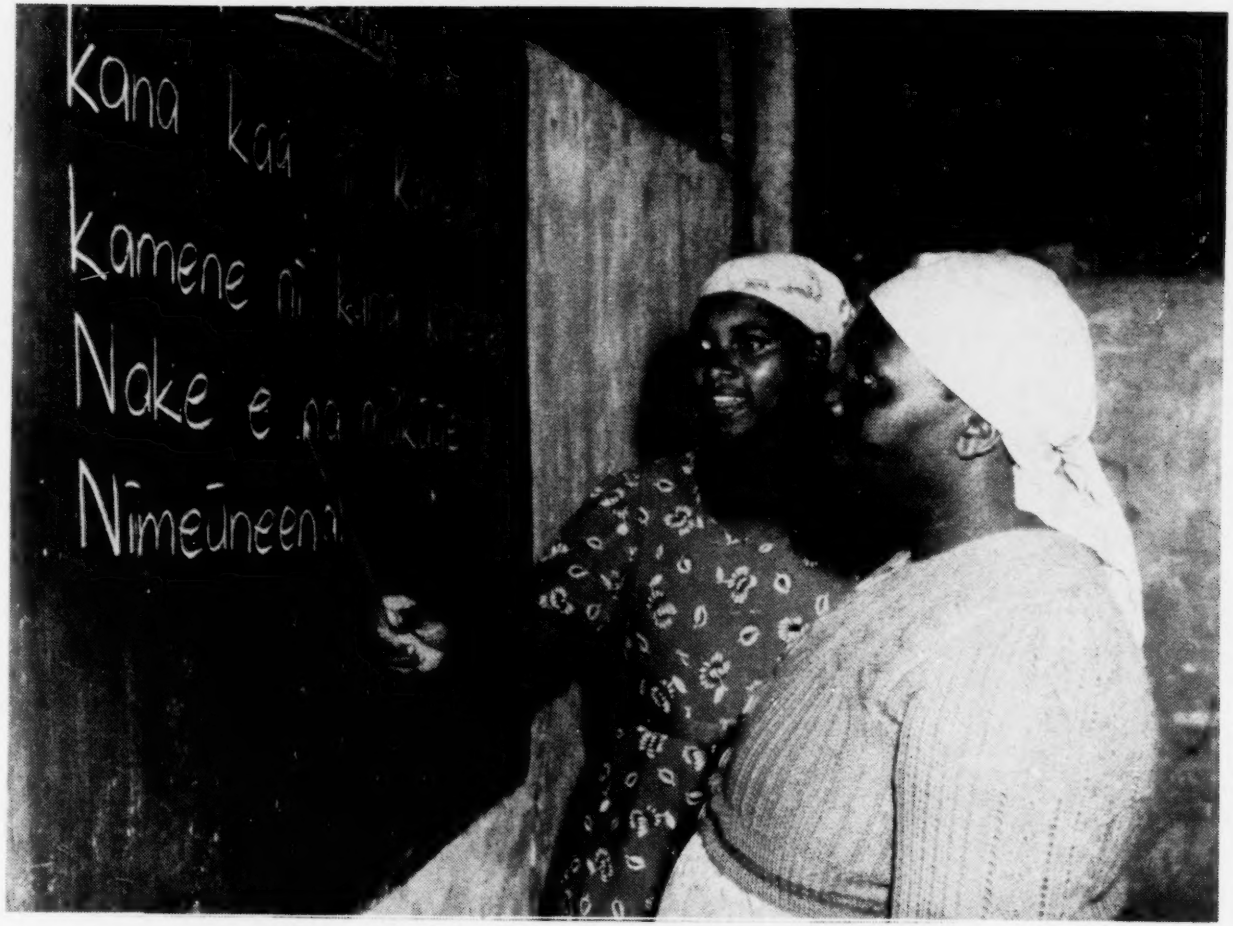
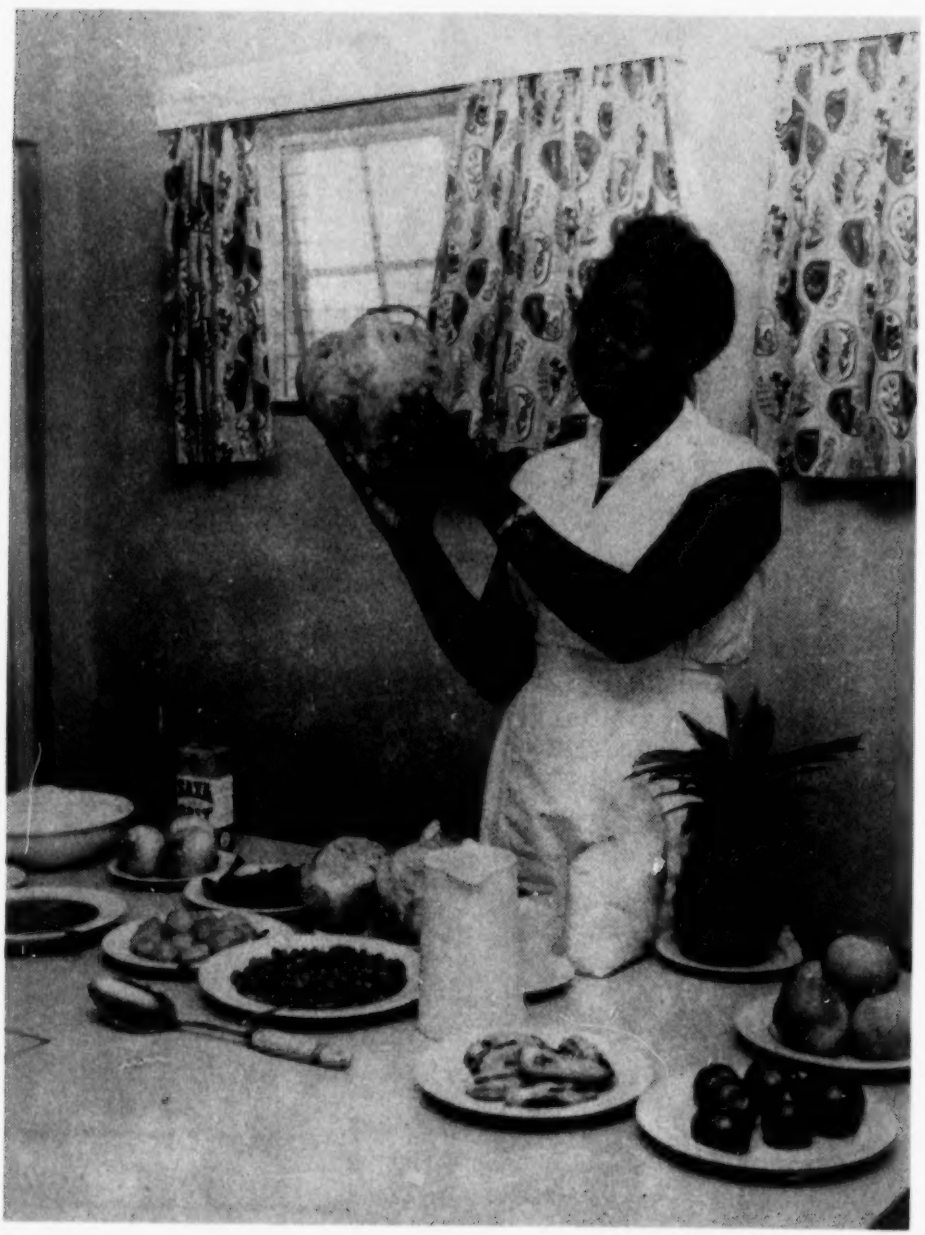
Development is democracy. Self-help succeeds in an atmosphere of consultation and agreement.

The new magic of reading is sometimes intriguing and absorbing experience.

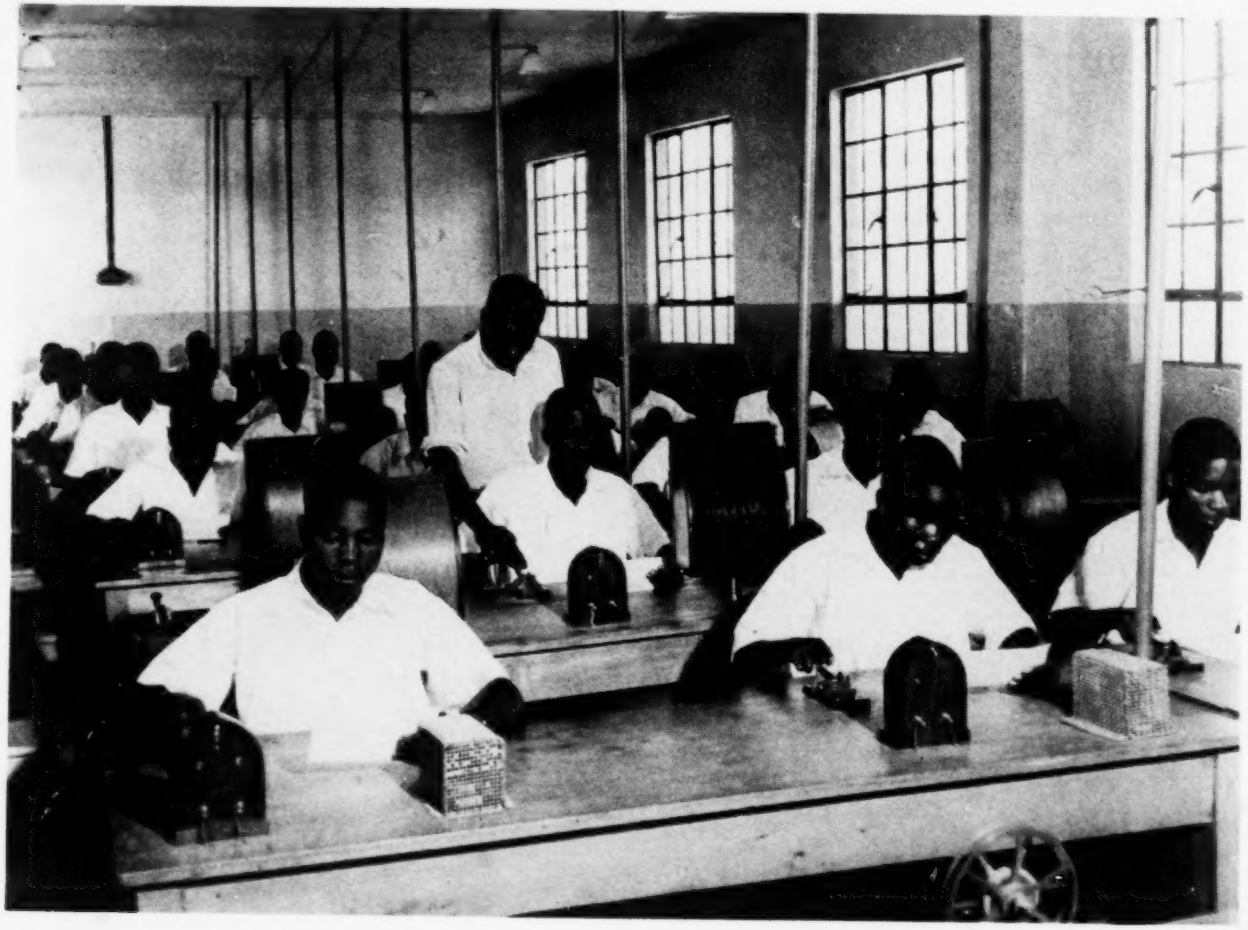


Adult Literacy. An exciting new experience. But it is hard work.

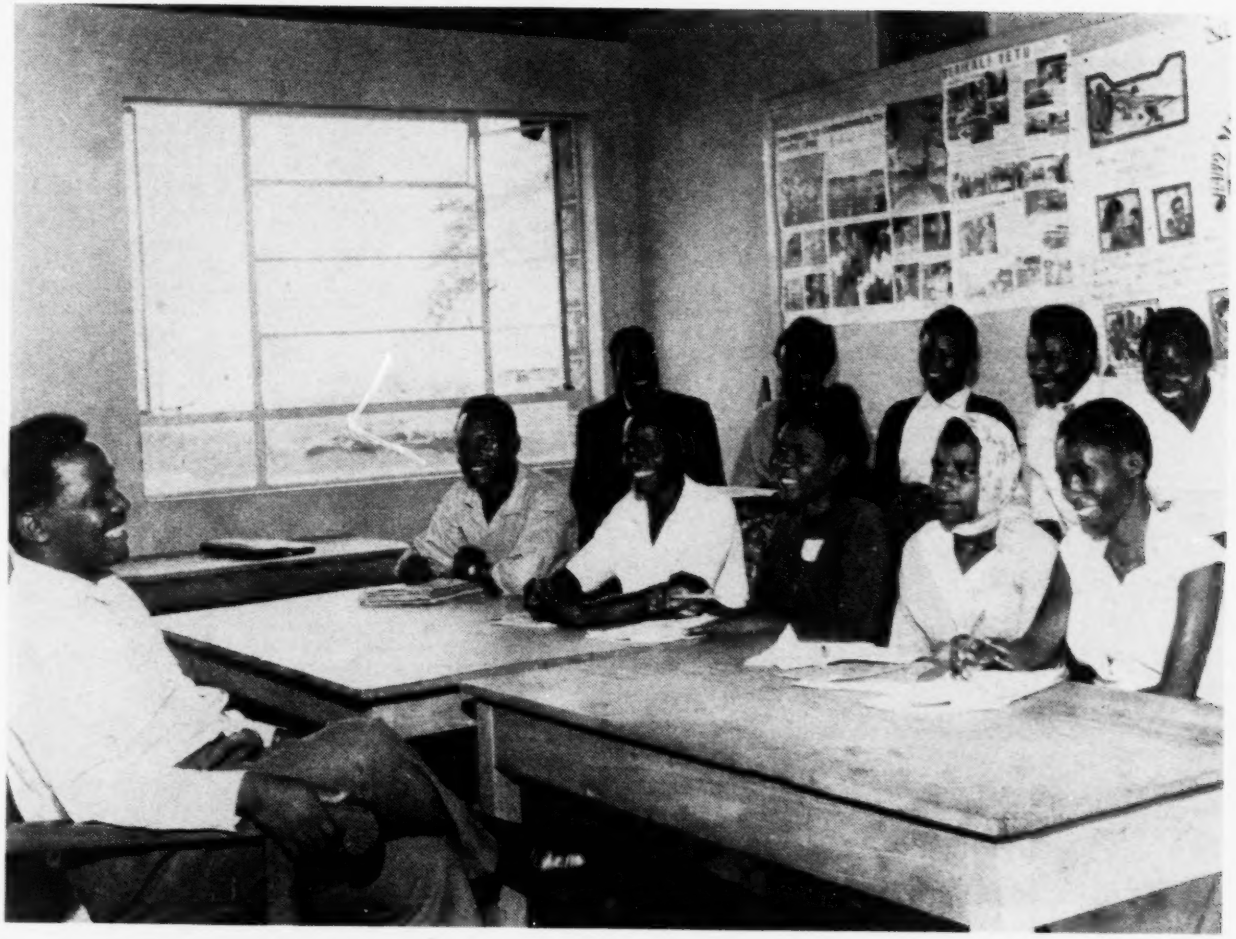
Pottery, an important occupational or part time skill with wide possibilities for rural housing and health.



Although nature is always generous with food supply, a balanced diet is not common knowledge. It has to be taught.



Unemployment among youth and adults is often lack of marketable technical skills. Technical adult education is part of the answer.



Inservice training is an important educational element for nation builders. Constant review of work and new discoveries keep the staff efficient.

National Youth Service is an important training and educational scheme under the Ministry of Labour.

A field lesson in dairy husbandry - a key industry in rural development.

Telecommunications are a vital tool in education and their development can slow or hasten rapid dissemination of information and ideas.

MINISTRY OF NATURAL RESOURCES

DEPARTMENT OF FORESTS

FOREST INDUSTRIAL TRAINING CENTRE

The Forest Industrial Training Centre at Nakuru is operated by the Department of Forests of the Ministry of Natural Resources, with the aim of training workers in sawmill and logging operations. Employers send employees to these courses and the employer or the employee pays the cost of accommodation in Nakuru. The Centre is not residential and no fee is charged. The length and content of the courses are based upon the specific needs of the sawmill operators and the length of time employees can be spared. Sometimes advanced courses are provided after a period of practical work in the mills. Courses include logging operations, sawmill operations, saw-doctoring, sawmill engineering, and some management subjects. The Centre is especially designed to train staff of new sawmillers and courses run from three weeks to one year.

In connection with the training offered, the Centre operates the following enterprises on a commercial basis: a sawmill, the manufacture and sale of prefabricated houses; and logging operations on a contract basis.

Estimated Annual Recurrent Expenditures, 1970/71:	£60,122.
Source of Income	
Government contribution of staff	£ 9,414
Sale of products and services	105,650

Source of Information

Interview with staff of the Department.

FOREST TRAINING SCHOOL - LONDIANI

The Forest Training School is an in-service training institution for the Forest Department of the Ministry of Natural Resources. Located at Londiani, it is residential with accommodation for 60 students. A two-year course is offered for Forest Rangers. Started in 1957, the ninth course is currently going on. Subjects include Forest Management, Protection (from fire, disease, pests, animals), Measurement, Silviculture (growth of trees), Surveying, and Preliminary Engineering (bridges and roads). Applicants must have a School Certificate. Those who pass the initial interview are appointed on temporary terms and sent to the field for a period of six to twelve months of practical work before starting the course. Only those who are successful at the final examination are allowed to continue working as Rangers.

An advanced course is offered for those rangers who have completed the first course and have satisfactorily served a period in the field to prepare them for possible promotion to Assistant Forester. This course runs for approximately one year. Other in-service courses, lasting from two weeks to three months, are provided for Department staff, including rangers, foresters and forest guides.

Estimated Annual Recurrent Expenditures, 1970/71: £14,750.

Source of Income

All income is from the Government of Kenya. There are no fees.

Sources of Information

Interview with staff of the School.

1970/71 Estimates of Recurrent Expenditures, Government of Kenya.

KENYA NATIONAL LIBRARY SERVICE

The Kenya National Library Service opened its first library to the public in February 1969 at Nairobi. A branch library was later opened at Kisumu in December 1969, one at Embu in December 1970, and one at Nyeri in March 1971. Its present book stock is approximately 50,000 volumes.

The Annual Report for the Kenya National Library Service for July 1969 - June 1970 shows that of the books issued during that year, 29 per cent were fiction and 71 per cent non-fiction. The Report states, "From these figures it is clear that more people are interested in educational reading than in recreational reading."

The Annual Report of the Kenya National Library Service for 1968/69 states that, "the Kenya National Library Service is charged with the responsibility of providing books for the school-going population and also for the working people who need to undertake private study in order to improve their performance on the job, as well as the new literates who may acquire the reading skill through Adult Education Programmes."

Located organisationally in the Ministry of Natural Resources, the Library Service receives a grant from the Kenya Government for its annual recurrent expenses. Grants from other donors have been used for capital expenses such as the new Kisumu Library building.

Estimated Annual Recurrent Expenditures
for Adult Education, 1970/71: £8,200.

(Estimates indicate that adults constitute approximately 18 per cent of the total users of the library. The above figure is 18 per cent of the grant from the Government. It is reported that the expenditure on adult books will increase as the Board's budget grows. It is expected that a more deliberate selection in favour of new literates will be possible as the book stock gets more diversified and also when the number of literates increases.)

Source of Income

Government of Kenya.

Sources of Information

Interview with staff of the Library Service.

Government Estimates 1970/71.

Annual and Audit Reports, Kenya National Library Service, 1967/68, 1968/69, 1969/70.

NATIONAL MUSEUMS OF KENYA

The permanent exhibitions of the National Museums of Kenya (Nairobi, Fort Jesus, and Stoneham, Kitale) are in themselves a form of adult education for those who visit them. In addition, the Education Section of the National Museum organizes a number of educational services which are available upon request. These are mainly used by schools, but adult literacy classes and some other adult groups have also taken

advantage of the services offered. These services include:

1. Group tours of the Museums, centering on a specific topic in the natural sciences.

2. Talks accompanied by slides (these can be in combination with a Museum tour).

3. Loan of slides for use by teachers.

4. Visits to schools in the Nariobi area, showing films and giving slide talks when possible (24 films are available for this purpose.).

5. Publication of articles on museum-related subjects, such as:

   Notes on the Identification and Collection of Plants;

   Notes on a Trip to the Nairobi National Park;

   Careers in Wild Life; and

   The National Museum Nature Trail.

From time to time a Film Week is scheduled, with daily showing of films.

Estimated Annual Recurrent Expenditures for Adult Education, 1970/71: £21,000.

Sources of Income

Government of Kenya	£14,000
Entrance Fees and Sales of Articles at the Museum	7,000

Sources of Information

Interview with staff at the Museum

1970/71 Government Estimates.

KENYA CULTURAL CENTRE

The Kenya Cultural Centre was set up by an Act of Parliament. It is administered by a Governing Council appointed by the Minister for Natural Resources and is designed to make the performing arts more relevant to the national culture of Kenya.

Its main activity is the Kenya National Theatre which houses a National Theatre Company and the National Theatre School. This School trains Kenyans in all aspects of theatre, including acting, directing, scenery design, backstage technical aspects, play-writing and business administration. It is a one-year course and normally no fees are charged. Originally full-time, the course is now operated on a part-time evening basis in order to allow participation by people who are working such as teachers, community development assistants and social workers. If added financing is made available, it would be possible to broaden the activities of the Centre and bring the theatre to the people in the rural areas by means of a travelling theatre company, a mobile theatre, and the provision of instructional facilities in provincial centres.

Estimated Annual Recurrent Expenditures, 1970/71: £14,796.

Sources of Income

Government of Kenya	£ 5,000
Rental of Theatre and accommodation in Cultural Centre Building	9,796
Total:	£14,796

(The Cultural Centre rents space in the Cultural Centre Building to groups concerned with cultural activities and also rents the National Theatre building for productions other than those of the School.)

Sources of Information

Interview with official.

1970/71 Estimates of Recurrent Expenditure, Government of Kenya.

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MINISTRY OF CO-OPERATIVES AND SOCIAL SERVICES

DEPARTMENT OF COMMUNITY DEVELOPMENT AND SOCIAL SERVICES

ADULT EDUCATION DIVISION

The main functions of the Adult Education Division as outlined in its Policy Statement of 11th March, 1969 are:

"1. To organize and develop the National Literacy Campaign as a functional literacy and numeracy programme throughout the districts of Kenya using the 'development' programmes of other institutions as a framework for a literacy element and taking literacy as an integral and essential component of development. Such programmes include: agriculture, family planning, health education, co-operative development, self-help projects and relevant community education.

2. To organize and develop a Formal Education programme to take adults on a part-time basis through C.P.E. level and other public examinations whilst plans are being made to introduce adult-oriented exams more relevant to adult needs.

3. To organize the Rural District Training Centre throughout the country with a view to developing them into Multi-purpose Training Centres where vocational training for the rural people can be carried out."

The present staff establishment includes one Provincial Adult Education Officer in each Province and one District Adult Education Officer in every District. Their duties are to organize and supervise the programme in their

respective areas and also to organize training courses for part-time teaching staff. They also serve as secretaries to their respective adult education committees.

Literacy Programme

The Literacy Programme consists of three types of classes:

(a) Classes which are planned and located in relation to development projects and which receive a Government subsidy.

(b) Self-help classes financed by the local people.

(c) Classes organized by voluntary agencies.

Each district is allocated funds from Government to pay teachers for a specified number of classes established in the development projects. The Government subsidy includes supplies such as text books, exercise books, pencils, etc. Fees are Shs.6/- per year per student. Teachers' courses are organized and paid for by Government. Tha Annual Report for the Division for 1969 shows a total of 780 Government-aided centres with a total enrolment of 64,456 students.

Self help classes receive no subsidy from Government and are run on a self-subsidising basis. Fees range from Shs.2/- to Shs.15/- per month, and are used to pay the teachers and to buy necessary supplies. However, in-service courses for those who teach in these classes are organized and paid for by Government.

The literacy classes organised by voluntary organisations are usually sponsored by church groups or women's organisations. Sometimes these are self-financing,

but many get additional help from their sponsoring organization.

In this programme emphasis is given to functional literacy and the whole course takes two years to complete.

Formal Education Programmes

Formal Education classes are designed to provide to adults an opportunity, after completing the literacy programme, to continue with further studies. This programme covers three years, with 10 hours of classes a week including Language, Mathematics, Social Studies and Vocational Subjects.

Evening Continuation Classes in the larger towns are organised and partially financed by the Municipal Councils, with an additional grant from the Government. These councils include, Nairobi, Mombasa, Nakuru, Eldoret, Kisumu and Kitale. In 1969, new classes were started in Nyeri and Thika. In addition, the Division of Adult Education organizes and sponsors a number of Evening and Day release classes in other parts of the country.

The Annual Report of the Division for the calendar year 1969 shows a total of 83 evening and formal classes with a total enrolment of3,578. Many students attending these classes are preparing for the C.P.E. and K.J.S.E. In 1969, 460 candidates entered for the C.P.E. and 146 passed.

Formal education classes are normally self-supporting, with a small grant from the council and the Government. The grant is used for buying equipment.

Teachers are paid from funds raised through student fees. In some cases this has resulted in rather low and irregular payment and in some instances it has been difficult to attract qualified teachers to take these classes.

District Training Centres

These are discussed under "Local Councils", since most of their financing comes from that source. They are, however, administered by the Adult Education Division.

Annual Recurrent Expenditures (Estimates, 1970/71):

£97,375

Source of Income

Allocation from Government	£87,375
Fees - Adult Literacy and Adult Education	£10,000
	£97,375

Sources of Information

Government Estimates 1970/71.
Interviews with staff in the Ministry and in the Provinces.
Annual Reports of the Division of Adult Education for 1966, 1967, 1968 and 1969.
Division Policy and Implementation Papers.
Syllabus Outlines.

COMMUNITY DEVELOPMENT

Much of the activity of Community Development workers involves adult education. In fact, one of the basic philosophies behind community development is that the staff should teach individuals and groups how to find out their needs, then how to obtain the skills, resources and organisation to meet these needs.

Community Development workers assist in organizing, supervising and teaching adult literacy classes. They arrange classes, seminars and discussions for Women's Groups on home improvement and child care. They train the leaders of self-help projects and other voluntary groups. They provide training for nursery school teachers as well as other types of training to meet the needs of their specific communities.

Women's Groups

The objective of women's programmes conducted by Community Development staff has been described as "..... to direct the energies of woemen working in groups to the general improvement of the homes in each area, and assisting each woman as an individual, as a member of a particular women's club, and as a member of the community, to acquire the necessary skills to enable her to maintain a reasonably high standard of her home and family."

Community Development workers assist in organizing Women's Groups and teaching them the desired skills such as home-improvement, sewing, cookery, farming, child care, handicrafts, nutrition, and leadership. One Province also reports that "women's groups spend much of their time doing self-help work such as shamba work, water projects, roofing houses, Etc.".

Maendeleo ya Wanawake assists women's groups in carrying out their various activities.

Self-help Schemes

Adule education plays an important role throughout the self-help process. One Provincial Community Development Officer reports that, "Self-help schemes which have a lasting effect are a result of a long educational process which culminates in an effort to provide what is required." Another states that "Self-help activities could not be run successfully unless there were good and devoted leaders ..... During the year many courses were organized for both staff and other (self-help) leaders."

Among the many projects completed in Kenya through self-help, are the construction of primary and secondary schools, health centres, community halls, youth centres, nursery centres, teachers' houses, cattle dips, latrines, roads, and water catchments.

Community Development workers train the leaders of self-help projects and provide training in committee chairmanship, record-keeping and accounts, as well as in the many activities actually carried out on the self-help projects.

Estimated Annual Recurrent Expenditures, 1970/71: £188,120.

This includes Community Development workers paid by the Central Government and by Local Authorities. For the method of calculating recurrent annual expenditures for that portion of Community Development workers' time and costs which were incorporated in this Report, see the section on Agricultural Extension Workers.

Sources of Information

Interviews with Ministry staff and staff in the Provinces and Districts.

Annual Reports of Provincial Community Development Officers, 1970.

DEPARTMENT OF CO-OPERATIVES

CO-OPERATIVE EDUCATION

Adult Education in the field of co-operatives is done primarily by the Co-operative College and by the education field staff of the Department of Co-operatives. Co-operative unions and societies conduct some adult education but much of their contribution is through paying for their members to attend courses arranged by the College and the Field Staff.

The Co-operative College

The Co-operative College started in 1967 and moved to its new buildings at Langata in January 1971. A residential college, it can accommodate a maximum of 100 students. When the new additions are completed, it will accommodate approximately 160 students. Fees are Shs.60/- per week. Participants in courses at the College are selected by Co-operative Department Field Staff and by Co-operatives. The following types of educational activities are carried out:

Activities for Co-operative Movement Staff

Major emphasis has been given to courses in Administration, Book-keeping and Management designed to train intermediate staff of the Co-operative movement, that is, Managers, Secretaries, Book-keepers, Clerks and others. ABM Course I consists of ten weeks at the College followed by a four-week Field Training Programme. ABM Course II is a follow-up course where the same subjects are taught at a more advanced level. Included in this 10-week course is a two-week Field Training period carried on mid-way in the course. The Course in Coffee Factory Management starts with a 7-week period at the College, followed by a two-week Field Training Period where participants are given the entire responsibility for managing a coffee factory. A five-week course back at the College completes the training. A more advanced 8-month Certificate course will be offered. Specialised courses, lasting from one to four weeks are offered in subjects such as Credit and Savings, Accounting, Transport and Personnel Management.

Activities for Co-operatives Department Staff

Refresher Courses and training for staff members of the Department of Co-operatives include specialised subjects like Accounting and Credit.

Activities for Committee Members

Courses, Seminars, and Conferences are conducted for Committee Members of Co-operatives.

Production and Correspondence Activities

The College has a Production Section which provides educational material not only for the College but also for the Provincial Co-operative Education Staff, for local co-operative training programmes and for other sections of the Department of Co-operatives. It has also initiated Pilot Correspondence Courses in Book-keeping and Basic Co-operatives Knowledge.

Estimated Annual Recurrent Expenditures 1970/71: £38,240.

Source of Income

Government of Kenya	£ 29,690
Fees from students	8,550
	£ 38,240

Foreign Aid

5 Experts
Some assistance for maintenance and supplies.

Sources of Information

Interviews with staff of College.
Visits to College.
Review of Annual Report.
Government Estimates, 1970/71.

EDUCATION WORK BY DEPARTMENT OF CO-OPERATIVE DEVELOPMENT

The Department has one Co-operative Officer - Education in each Province. At the present time these are

supplemented by seven Education Advisers and one Co-ordinator provided by the Nordic Project.

Activities of the Provincial Education Teams are designed to provide training to staff of the Co-operatives and to Committee Members, as well as training for all Co-operative members on the functions of co-operatives and each member's responsibilities. They also conduct a continuing informational programme for the general public on the role of co-operatives in national development. Courses include basic staff courses; 3-day specialised courses; 1-week specialised courses on Budgeting, Accountancy, Credit and Factory Management; a 14-day advanced Secretaries' course; seminars for co-operative leaders; and introductory courses for new staff members. One-day courses and demonstrations are also arranged.

Many of the residential courses are held at Farmers' Training Centres, and the fees vary according to the amounts charged. They range from Shs.10/- to Shs.20/- per week.

Estimated Annual Recurrent Expenditures, 1970/71: £16,800

Source of Income

Government of Kenya

Foreign Aid

8 Education Officers from the Nordic Project.

Sources of Information

Interviews with staff of the Department in Nairobi and in the Provinces.

YOUTH DEVELOPMENT DIVISION

The Rural Training Programmes consist of Senior Youth Centres and Village Polytechnics, both of which have been set up to meet the problems of the increasing number of young people who are unable to continue wuth their formal schooling or find employment.

The Youth Centres and Polytechnics are designed for young people between the ages of 16 and 25 with the aim of training them in skills for individual, group or co-operative employment in areas near their homes. Leavers sometimes form co-ope· tive enterprises for work for small employers in their communities. There are, at the time of this study, about 100 Senior Youth Centres providing this type of training and 18 Village Polytechnics. Village Polytechnics are described more fully in the section of this Report on 'National Christian Council of Kenya', since the original Working Committee was set up by that organization.

Throughout 1970/71 there was, however, a close link between the Government and the National Christian Council of Kenya, including joint participation on the Working Committee.

The specific courses taught in each Senior Youth Centre are determined by the needs in the surrounding area. Courses most frequently taught are tailoring, carpentry, signwriting, leatherwork, domestic science, masonry, sewing, blacksmithing, and agriculture.

The Kenya Association of Youth Centres has for several years promoted and assisted the development of these Centres. Most of them are operated by Local Government Authorities, by Parents' Committees, or by Self-help Committees.

During the fiscal year 1970/71 the Government of Kenya, with the assistance of an Advisor provided by the United Nations (ILO), developed a policy and a programme for Youth Training in Kenya. The policy set an economic objective for youth training, and the programme integrated a number of youth training initiatives, including Senior Youth Centres and Village Polytechnics, as well as other more individual activities. The programme became effective on July 1, 1971. During the fiscal year 1970/71 Government allocated capital funds on an interim basis for both Youth Centres and National Christian Council of Kenya Village Polytechnics over and above its previous allocation to the Kenya Association of Youth Centres.

Estimated Annual Recurrent Expenditures on the operation of the Youth Development Division, including Training, 1970/71:	£11,180
Estimated Annual Recurrent Expenditure, Senior Youth Centres 1970/71 (for training activities for young men and women, adults):	£18,000
	£29,180

Estimated Sources of Income

Government of Kenya 1970/71 Capital Grants to Projects. *	
Government of Kenya 1970/71 Operation of Youth Development Division	£11,180

* Capital Expenditures are not included in this study.

Estimated Sources of Income (ctd.)

B/Fwd:	£11,180
Government of Kenya Grant to Kenya Association of Youth Centres	800
Contributions by Local Authorities, Self-help, etc.	17,200
	£29,180

Outside Aid

1 Youth Training Adviser

Sources of Information

Interview with staff of Youth Development Division.

Review of Reports.

VOCATIONAL REHABILITATION DIVISION

The aim of the Vocational Rehabilitation programme is to discover and identify the disabled and to offer them rehabilitation, vocational training, employment and re-settlement facilities. It operates six Rural Vocational Rehabilitation Centres, located at Kakamega, Lamu, Kericho, Mazeras, Itando and Bura. Courses are residential, last from 32 to 36 weeks, and are open to men and women between the ages of 16 and 45. Training is given in agriculture and small animal farming, horticulture, rural tailoring, shoe and leatherwork, traditional crafts, jewelery, rural house-building, as well as tuition in literacy, citizenship and hygiene.

The Vocational Rehabilitation Division also operates an Urban Industrial Rehabilitation Centre at Mbagathi Road in Nairobi, designed to prepare disabled persons living in urban areas for employment in industrial, commercial and service occupations. Emphasis is placed on producing a worker who is able to take his place in wage earning employment on equal terms with the able-bodied. Training is provided in gardening, shoe repair, typing, tailoring, and industrial skills. An Orthopaedic Workshop trains the disabled for work in sheltered Workshops.

At Jacaranda School for the mentally handicapped, a pre-vocational unit is operated as part of the total task of preparing mentally handicapped teenagers for employment. They are given training in horticulture, making concrete products, woodwork, metalwork and small animal farming. For disabled women at village level, who cannot go to a residential centre, a mobile unit is planned which will give training in gardening, home management, sewing, hygiene and child care.

Estimated Annual Recurrent Expenditures for adult education portion of the work, 1970/71: £30,000

Source of Income

Government of Kenya.

Sources of Information

Interviews with staff of the Division.

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MINISTRY OF COMMERCE AND INDUSTRY

KENYA INDUSTRIAL TRAINING INSTITUTE

The Kenya Industrial Training Institute at Nakuru provides a twelve-month training course in the technical and management skills necessary for the establishment and management of small industries. It is designed for people who are interested in establishing various kinds of small industries or expanding self-owned enterprises after the completion of the course.

The following technical subjects are offered: Machinery, Motor Vehicle, Millwright, Foundry, Electric, Wood Working, Leather Working, Tailoring and Dressmaking. In addition to these technical courses, the Institute conducts management training for all students in the following subjects: Human Relations, General Management, Marketing, Salesmanship, Book-keeping and Accounts, General Principles of Commerce, Commercial Law, and Industrial Management.

The course is residential, and the fee paid by each student is Shs.200/- including both tuition and accommodation. The total lesson hours in a course are 1,500 hours, about 50-60 per cent used for actual practice, and 40-50 per cent for technical and managerial theory. Applicants should be between the ages of 20 and 45 years and are expected to have the following qualifications: ability to speak and write English, possession of at least a Grade III Trade Test or its equivalent in one of the technical skills taught, the ability to raise at least Shs.2,000/- to start their own business after the course.

Estimated Annual Recurrent Expenditures, 1970/71: £36,500.

Sources of Income

Grant from Government	£32,500
Fees (estimates)	2,000
Sale of finished articles (estimated)	2,000
	£36,500

Outside Aid

8 staff members, including a Chief Consultant, Secretary and 6 Instructors.

Sources of Information

Visit to Institute and interview with staff.

Government Estimates, 1970/71.

TRADE DIVISION

TRAINING FOR TRADERS

The purpose of this activity is to provide training for the increasing number of Africans who are engaging in trade, commerce and small industries. There is a Provincial Trade Officer in each Province, and a District Trade Officer in each District, most of whose time is spent in training, either in courses or through individual instruction and follow-up.

Courses are organised at both District and Provincial levels and usually run from one to two weeks. Subjects include elementary book-keeping, insurance, law, specialisation, budgeting, price structure, and price control forecasting and purchasing, stock-keeping, credit control and financing.

Courses are usually residential and held at District Training Centres and Farmers' Training Centres. Fees vary from Shs.30/- per week to Shs.10/- per day.

Estimated Annual Recurrent Expenditures, 1970/71: £68,500

Source of Income

Government of Kenya.

Sources of Information

Interviews with Ministry staff and Provincial Trade Officers.

Government Estimates 1970/71.

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MINISTRY OF EDUCATION
(University of Nairobi)

INSTITUTE OF ADULT STUDIES

The Institute of Adult Studies, University of Nairobi, has four sections:

The Extra-Mural Division

The Adult Studies Centre at Kikuyu

The Radio/Correspondence Course Unit, and

The Headquarters Training and Research Division.

Extra-Mural Division Centres are located in Nairobi, Kisumu, Mombasa, Nakuru, Nyeri and Kakamega. These Centres arrange adult education activities including evening courses, seminars and public lectures. Subjects of evening courses scheduled for 1970 included Accountancy, Child Psychology, Economics, English, Geography, History of Africa, Kiswahili, Law, Literature, Physics, Political Science, Public Administration and Sociology. Fees for these courses range from Shs.30/- to Shs.40/- for a term of ten class meetings.

The Adult Studies Centre at Kikuyu now emphasizes courses designed to aid in national development. It is a residential centre and can accommodate 60 students. The Centre's current programme includes three-week courses for Councillors, Senior Staff of Rural Training Centres, Women Leaders and Trade Union Officers as well as courses for Trade Officers and Traders. A three-month course is provided for Adult Educators.

The Radio/Correspondence Course Unit has concentrated on up-grading courses for unqualified P3 and P2 teachers. Study outlines and study materials are sent to those who enrol and radio programmes are broadcast weekly to supplement the instruction in the printed lessons. Courses are offered in Biology, English, Geography, History, Kiswahili, Mathematics and Physical Sciences, all in preparation for the Kenya Junior Secondary Examination. Fees are Shs.55/- per course if paid in full on enrolment. If more than one course is taken, there is a slight reduction in fees. Also, arrangements can be made for monthly payments.

The Training and Research Divisinn is concerned with the training of adult educators and research in adult education programmes, methods and results. The training function includes a 3-month Introductory Course in adult education for relatively inexperienced full-time staff doing extension work, shorter courses for adult educators held either at the Adult Studies Centre or in the Provinces, and a one-year course for University Diploma in Adult Education.

Estimated Annual Recurrent Expenditures, 1970/71:

Institute of Adult Studies, excluding Radio/Correspondence Course Unit	£74,000
Radio/Correspondence Course Unit	£60,7000

Source of Income (Estimates)

Institute of Adult Studies, excluding Radio/correspondence Course Unit:

Government of Kenya	£70,000
Fees	4,000
	£74,000

Source of Income (Estimates)(ctd.)

Radio/Correspondence Unit:	
Government of Kenya	£45,000
Fees	15,700
	£60,700

Sources of Information

Interviews with staff in Nairobi and in the Provinces.

Government Estimates, 1970/71.

"Role of the Institute of Adult Studies in the Development of Kenya, Development Plan 1970-73."

Annual Reports of the Institute.

INSTITUTE OF EDUCATION

One part of the work of the Institute of Education, under the Ministry of Education, is in-service training for teachers. The work of the Institute in relation to initial training of teachers and curriculum development is not considered in this Report. In-service courses arranged by the Institute are of two kinds: one, for Headmasters, and the other for Unqualified Teachers.

The Headmasters' course is a three-week course held at Teachers' College. It consists of one week in April, following which the Headmasters return to their schools and complete written assignments. Help is given through special

broadcasts by the Voice of Kenya. The Headmasters then return to the Teachers' College for two weeks in August to complete this course.

The course for Unqualified Teachers is designed for those teachers who have had no training as teachers. Entry requirements are a School Certificate and at least three years of teaching experience. The course is spread part-time over two years, the first year being devoted to professional training and the second year to academic upgrading. There are two residential sessions the first year, the first for two weeks in April, and the second for three weeks in August. Participants complete work by correspondence between residential sessions, supplemented by specialised radio broadcasts.

Those who complete this first year successfully are admitted to the second year course which covers school subjects. All participants take Ebglish and Mathematics, and have a choice of either History or Geography. Much of the work is done through Correspondence, each participant completing 18 assignments in each of the three subjects. This Correspondence work is handled by the Correspondence Course Unit of the Institute of Adult Studies. Five weeks are spent in residence at Secondary Schools during this year. Additional in-service courses are conducted by other parts of the Institute, as needed.

Estimated Annual Recurrent Expenditures
for in-service training: £7,000

Outside Aid

5 in-service experts.

Source of Income

Government of Kenya.

Sources of Information

Interview with staff of the Institute.

1970/71 Government Estimates.

UNDP Publications, Development Assistance.

THE KENYA POLYTECHNIC

The Kenya Polytechnic provides training leading to sub-professional (technician) and full professional qualifications. It is intended for people who are already employed and its courses are designed to make them more competent in their jobs or to train them for promotion to higher responsibilities. Most students are sponsored by their employers and are released for attendance at classes. This can be on a full-time release basis or on a 'sandwich' release plan where students attend full-time in alternate terms with the intervening time spent working for their employers. Some students attend on a day-release basis where they come for one or two days a week. Some classes are offered in the evening. In the Science, and Business Studies Departments, a number of full-time students are not employed. Most students are Form 4 school leavers including those from secondary Vocational Schools, but a few courses accept a somewhat lower educational qualification.

The Kenya Polytechnic is financially aided and staffed jointly by the Ministry of Education and the TSC, and is managed by a Board of Governors. It is not residential, but hostel accommodation is available at Shs.100/- per week. There are three terms a year and tuition fees for Kenya residents are from Shs.175/- to Shs.300/- per term for full-time and 'sandwich' courses, from Shs.100/- to Shs.200/- per term for day-release courses and from Shs.80/- to Shs.150/-

per term for evening courses.

Courses are offered in the following fields: Engineering (including Motor Vehicles, Mechanical, Aeronautical, Electrical, Telecommunications, Electronics, Marine and Agricultural), Building and Civil Engineering, Science (including GCE, Science Laboratory and Biological Laboratory), Business Studies (including Accountancy, Company Secretaryship, Insurance, Banking, Management Studies, and Secretarial). Other courses are: Printing (including Compositors, Letterpress, Graphic Reproduction, Lithography and Typographic Design), Catering and Hotel Training, and Technical Teacher Training.

Estimated Annual Recurrent Expenditures, 1970/71:	£85,000.
Sources of Income	
Government of Kenya	£51,000
Fees	31,000
UNESCO	3,500
Outside Aid	
10 Experts	
Sources of Information	
Visits to Polytechnic and interviews with staff.	
Review of brochures.	

LOCAL AUTHORITIES

Local Authorities in Kenya include Municipal Councils, County Councils, Urban and Area Councils. At the time of collecting information for this Report, there were six Municipal Councils, 32 County Councils and 88 Urban and Area Councils. Data concerning expenditures by Local Authorities for adult education was obtained by a review and analysis of all the 1970/71 Estimates submitted to the Ministry of Local Government by these councils. The figures included in the total are those which can clearly be identified as "Adult Education", and include District Training Centres, Adult Literacy, Evening Continuation Classes, Health Education and 'Courses and Seminars'. There is, of course, some adult educatinn in other Local Authorities' activities, but it has not been possible to isolate the expenditures for these.

Annual Recurrent Expenditures for these adult education activities as reflected in the 1970/71 Estimates:

District Training Centres (77)	£44,585
Adult Literacy	6,868
Continuation Evening Classes	9,435 *
'Courses and Seminars'	1,470
Village Polytechnic (Kithayoni)	1,727
Farmers' Training Centre (Kipsigis)	1,090
Health Education	410
Libraries	7,400
Total:	£72,985

* £2,900 of this amount is by grant from the Government, through the Ministry of Co-operatives and Social Services.

Estimated Sources of Income

Local Governments	£50,085
Fees	20,000
Grant from the Central Government	2,900
Total:	£72,985

DISTRICT TRAINING CENTRES

District Training Centres are financed largely by Local Authorities but are under the administration of the Ministry of Co-operatives and Social Services, Division of Adult Studies.

Training Centres vary considerably in size, facilities, staff and type of courses. The following are descriptions of two centres which offer different programmes:

A Provincial Community Development Training Institute

This Provincial Community Development Training Institute is a residential centre with accommodation for 44 students and serves an entire Province. It has two divisions: one, a professional long-course division, and the other, a division for short courses of one to two weeks. At the present time, a one-year course is being run for Nursery Teachers. The following is the schedule of short courses for 1970.

Adult Literacy Teachers
Basic Principles of Co-operatives, for Co-operative Leaders
Community Development Committee members
Football Referees

Nursery Teachers, Refresher (2 courses)
Traders (Operation of a small business) (3 courses)
Community Development Assistants, In-service
Enumerators for economic survey of small farms
Local Leaders (skills and techniques to aid people to raise their standard of living)
Homemakers
Chiefs (Economic background, and functions of a chief)
Primary School Untrained Teachers, In-service (2 courses)
Councillors' Seminar (procedures and Financing of Government, role of Local Government Officers) (2 courses)
Nutrition Awareness (4 courses)
Subchiefs
Budgeting Seminar
Social Welfare Seminar.

Staff of the Centre is provided by the Central Government and include a Principal (Adult Education Officer) and a Driver. The following staff is provided by the Local Government: 3 teachers, 1 clerical officer, 1 cateress, 1 office messenger, 1 watchman, 4 compound caretakers, 2 cooks, 1 water pump operator. Two Volunteers take part in the teaching and follow-up.

Fees are Shs.3/- per day for local participants and Shs.5/- per day for those sent by the Central Government.

Income fpr this Centre comes from the following sources:

House Rents	£ 105
Course Fees	1,200
Material Fees	5
Charges for Water	150
Contribution from Local Authorities	1,700
Miscellaneous & Telephone	70
Total:	£3,230

(The above does not include the Central Government contribution of the Principal and Driver.)

A Homecraft Training Centre

Another type of District Training Centre is the Homecraft Training Centre. The one described here opened in 1958 and is supported by the County Council.

It is a residential centre, with accommodation for up to 50 students. The two principal courses are for Homecraft and for Nursery Instructors. The beginning Homecraft course lasts for three months, and includes training in cookery, hygiene, child-care, housewifery, laundry, sewing, knitting, nutrition, home economics, agriculture, singing, and first aid. After completion of the three-month course, some students are selected for Advanced Homecraft, a course lasting an additional three months. The Nursery Instructors' course is for three months, and includes nutrition, hygiene, nursery management, teaching methods, social change, community development, apparatus-making, games and songs. During the vacation periods, April, August and December, the Centre is used for other types of courses, such as those

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for Adult Literacy Instructors, Maendeleo club leaders, Councillors, and Nutrition Awareness.

There are seven full-time teachers in addition to the Principal, assisted by volunteer teachers for some of the Nursery Teachers' subjects.

The following is the fee schedule for the three-month courses:

Shs.140/- for day scholars (no boarding)

Shs.340/- for those students who live outside the county.

Shs.240/- for those students who live within the county.

The Centre has effected some savings through growing maize and other vegetables in their shamba.

Training at the Centre is made specifically applicable to what the women will do when they return home, for while living at the Centre they are expected to apply what they are taught, in terms of cooking their own meals, caring for their 'homes' at the Centre, laundry, sewing and agriculture.

Annual Recurrent Expenditures for this Centre are estimated at: £6,000

Comment.

It must be recognised that some of the District Training Centres are operated on a smaller scale and with less financing than the two centres described above. However, these two represent the type of training and courses which are

most commonly provided at Training Centres.

Multi-purpose Training Centres

At the present time, there are a number of different types of training centres throughout Kenya, operated by different Ministries and organizations. In an effort to combine and increase the effectiveness and resources of these various training centres in promoting rural development and to prevent duplication in services, the Government has adopted a policy of establishing district multi-purpose training centres. The various Ministries conducting training programmes will co-operate in financing, staffing and planning these Centres, and will conduct many of their training activities there. The recurrent costs will be shared by these Ministries on the following basis.

Agriculture	35%
Commerce and Industry	13%
Office of the President	5%
Community Development and Social Services	30%
Co-operatives	15%.

It has been agreed that two pilot multi-purpose training centres will be set up, one in the Embu area in the Eastern Province, and the other at Matuga in Kwale District of the Coast Province. Plans for the buildings have been drawn up, and financing is being arranged.

Sources of Information concerning District Training Centre:

Visits to District Training Centres.

Interviews with Ministry, Provincial and District staff members.

Annual Reports of Provincial Community Development Officers.

Estimates of Municipal, County, Urban and Area Councils.

Evening Continuation Classes

Evening Continuation Classes conducted by the Municipal Authorities have been described briefly under the Division of Adult Education, Ministry of Co-operatives and Social Services. The following is a description of the Evening Continuation Classes conducted in one Municipality.

10 Evening Continuation Classes are conducted by this Municipality. These classes are comparable to Standards 1 through 7 (there are two streams in Standard 7), and Forms I and II. Students use the same texts and take the same examinations as those in schools for young people. Classes meet five days a week at 7.00 p.m. Standards 1 through 7 meet 2 hours, and Forms I and II meet for 2½ hours. Classes are held in primary schools. Two teachers are assigned to each class, teaching alternate evenings. Attendance figures for February 1971 are as follows:

Standard 1	32
Standard 2	32
Standard 3	24
Standard 4	23
Standard 5	18
Standard 6	30
Standard 7 (a)	46
Standard 7 (b)	44
Form I	15
Form II	20.

Fees for Standards 1 through 7 are Shs.15/- per term, or Shs.5/- per month. In Forms I and II, the fees are Shs.30/- per term or Shs.10/- per month.

Although fees vary somewhat in other municipalities, the above is a fairly typical description of continuation classes. In Nairobi, classes are also conducted in shorthand, typing, book-keeping, motorcar maintenance, and Swahili.

Estimated Total Annual Recurrent Expenditure for Evening Continuation Classes, 1970/71: £9,435

Sources of Income

Grants from Government	£2,900
Grants from Councils	1,860
Income from fees	4,675
Total:	£9,435

Sources of Information

Visits to the Ministry, Provincial and Municipal officials.

1970/71 Government Estimates.

Health Education

Although responsibility for Health Education is now the Central Government's, four of the Local Authorities include funds totalling £410 for Health Education in their Estimates for 1970/71.

'Courses and Seminars'

Included in the £1,470 allocated by Local Authorities for Courses and Seminars were in-service training courses for teachers and community development workers, as well as for staff of the local authorities.

LIBRARIES

The Nairobi City Library Services include the MacMillan Library, opened in 1931, and Branch libraries at Kaloleni and Eastlands. Adults may take books from the libraries after making a deposit of Shs.10/-. A new plan provides for free membership for school children. The Annual Report for the libraries states that free membership for all would-probably alleviate the overcrowding of the reading rooms as users would be able to take books home and read them there.

Estimated Annual Recurrent Expenditures for Adult Education, 1970/71: £7,000

(For method of calculating, see Kenya National Library Service.)

Source of Income

Grant from the Nairobi City Council.

Source of Information.

Annual Reports, City Council of Nairobi.

Interviews with staff of the Library.

In Mombasa, the Seif Bin Salim Public Library and Free Reading Room has been operating for 67 years according to its Annual Report for 1970.

Estimated Annual Recurrent Expenditures for Adult Education, 1970: £400

Estimated Sources of Income

Grant from the Government of Kenya	£ 25
Grant from the Municipal Council of Mombasa	185
Seif Bin Salim Trust	25
Donations	55
Sundry Income (Subscriptions, Flag Day .....)	110
Total:	£400

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Sources of Information

Annual Report for 1970.

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EAST AFRICAN RAILWAYS TRAINING SCHOOL

The Railways Training School is located at Nairobi and was opened in 1956. It is designed to conduct induction, in-service and apprenticeship training for staff of the East African Railways. Occasionally staff members from other firms are included in some of the training. Full residential facilities are provided and the school can accommodate up to 1,000 students. There is a varied programme of extra-curricular activities, including sports. Trainees are paid a salary while attending these various forms of training and pay a specified amount for the food provided to them in the hostels.

Among the types of training provided are the following:

The Supervisory Training Courses, both initial and follow-up, include handling of staff, industrial relations, communication and instructions, organization and method study, prevention of accidents, health and welfare.

Traffic Department Courses include training the personnel for both Commercial and Operating duties, such as Station Clerks, Assistant Station Masters, Guards, Yard Foreman, Station Masters and Railway Police.

The Mechanical Department has two levels of training, one for technicians and the other for artisans. The technicians (or Engineering Apprentices) follow a five-year apprenticeship including academic work at the Kenya Polytechnic and training at the Railway School, as well as practical training mainly in the Railway Workshops. The Artisans (or Trade Apprentices) take a four-year apprenticeship, including full-time training at the Railway School and practical work at various depots on the system.

Other training courses are offered for Locomotive Drivers, Sub-Permanent Way Inspectors, Clerical Staff and Supplies Officers.

Source of Income

The East African Railways Corporation.

Source of Information

Visit to School and Interview with staff.

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EAST AFRICAN COMMUNITY

EAST AFRICAN SCHOOL OF AVIATION

The East African School of Aviation is under the East African Directorate of Civil Aviation, a department of the East African Community. The objective of the Directorate is to ensure air safety, and the School trains staff in a number of occupations which contribute to this objective. Most of the training takes place at the School at Wilson Airport, often accompanied by on-the-job training at different airports.

Courses are held to train the following personnel: Air Traffic Control Officers, Telecommunications Operations Officers, Radio Engineers, Air Traffic Control Assistants, and Briefing Officers. In addition, a pilot training scheme is also operated for the Air Traffic Control Officers.

There are three main types of courses offered: Air Traffic Services, Telecommunications Operators, and Radio Engineering. The Air Traffic Services course begins with an Induction Course for four weeks, followed by posting to a field unit for approximately 26 weeks as Air Traffic Control Assistants. Additional courses and on-the-job training are provided to those who successfully complete their basic training.

The Telecommunications Operators Courses are designed to teach the knowledge and skills necessary to operate both Morse and teletypewriter communications circuits, and also to train present staff in the skills of communication with aircraft. The initial course is 38 weeks, followed by on-the-job training. Advanced courses are also offered in this field.

The Radio Engineering Course is designed to provide new recruits with the knowledge and ability necessary to install, repair and maintain the telecommunication equipment

used by the Directorate of Civil Aviation in East Africa. There are three phases in this training divided between the Kenya Polytechnic, the East African School of Aviation and on-the-job training at field stations.

Source of Income

East African Community.

Sources of Information

Interview with staff of the School.

'Careers in Civil Aviation'.

'The East African School of Aviation, a History of the School'.

POSTS AND TELECOMMUNICATIONS CORPORATION

KENYA TRAINING SCHOOL

The Posts and Telecommunications Kenya Training School is an in-service training school for employees of the Corporation. It is a residential school with accommodation for just under 100. Its two main fields of training are for Technical Trainees (Engineering-Telecommunication) and Postal Trainees.

New entrants in the Engineering-Telecommunications field have a three-month course at the School, followed by on-the-job training. In this three-month course they have both electrical theory and practical work in fitting telephones, wiring large buildings, underground cable jointing, plumbing, sealing cables, and overhead pole routes. After practical work in the field, the trainees may return to the school for

further training. Some of this is dnne through block release courses at the Kenya Polytechnic. Advanced training includes carrier telephony and auto-telephony. They are considered technical trainees for three years.

The Postal Trainees are those who will be sorting-office clerks abd counter clerks. There is an initial five-week course for new entrants followed by practical work on the job. After three to six months of service, some are selected for a further course back at the School. There are also further in-service training courses for people who have been working in the Post Office.

Source of Income

East African Posts and Telecommunications Corporation.

Source of Information

Interview with staff of the School.

EAST AFRICAN LITERATURE BUREAU

The East African Literature Bureau is one of the developments of the East African Community. It was established in 1948,

> "To encourage African authors and to print, publish and distribute their works. It was also charged with responsibility of establishing and running public libraries in the three E.A. countries. This responsibility was, a few years ago, handed back to the Partner States to develop the libraries further into full free public library services."

It publishes books in many East African languages, including Swahili, Luganda, Kikuyu, Luo, Kamba, Meru, Karomojong, Lugbara, Runyankore, Teso, Kalenjin, Maasai and Luyia. It also publishes books in English.

The 1971 Catalogue of the East African Literature Bureau lists 316 titles. For purposes of this study, these books have been divided into four categories:

1. Those designed for use in direct adult teaching in the fields of farming. ("Better Farming in Central Province", "Poultry-keeping in East Africa"), health ("Child-care for the Tropical Mother", "Let's Fight Against Hookworm"), literacy ("Teacher's Manual for Adult Literacy Classes", Adult Literacy Primers in several languages), family planning, homecraft ("Home Nursing", "Cookery", "Knitting"), and language books including dictionaries and grammars.

2. Those books of a more general information nature which can be used in adult education classes, for self-study. These include biography, history, sociology, government, and politics, with such titles as "Mtembi Mirambo", the "Biography of a Tanzanian Chief", "The Story of the People of Embu", "Some Aspects of Economic Development with Specific Reference to East Africa", and "The Natural Resources of East Africa".

3. Novels, poems, short stories and plays, including "Just a moment God", "Hand of Chance", "The Land is Ours", "The Burning Bush", "Diwani ya Mnyampala" (poem), and "Swahili sayings from Zanzibar".

4. The fourth group is made up of books which are not part of adult education but are specifically designed for use in schools, such as "I Know How to Read", "Creative Activities for Primary I and II" and "Elementary Chemistry Calculations".

The 316 titles in the 1971 Catalogue can be broken down as follows:

		No. of Books
(a)	Direct adult education	160
(b)	General adult information	74
(c)	Novels, poetry, short stories, plays	58
(d)	Books specifically for non-adults	24
		316

In other words, 74 per cent of the books in the 1971 Catalogue can be used for adult education either in groups or by an individual. It should not be inferred, however, that the East African Literature Bureau expends only 26 per cent on books for childrem since many of the titles found to be appropriate for adult education are suitable too for young people.

Source of Income

All income aside from the sale of books is derived from the East African Community.

Sources of Information

Interview with staff.
Review of 1971 Catalogue.

EAST AFRICAN INCOME TAX TRAINING CENTRE

The East African Income Tax Training Centre is located in Nairobi and is the centre of training for staff of the Income Tax Department. There are two main courses: one, for the Assessor Grade, and the other, for Tax Officers.

Tax Officers are either direct entrants or those selected for promotion after one year's work experience in a clerical grade in the Department. The training for Tax Officers is a one-year course, with five weeks spent at the Training Centre, interspersed with work in the field. There is an examination at the end of the year.

The Assessors have a two-part course: a Preliminary course of six months' full-time study at the Centre, followed by a twelve-month 'Sandwich' type course. Participants attend training sessions at the Centre for approximately one week out of every four or five, with the remainder of the time working under the supervision of an experienced assessor. During this time the trainees also do some studying, including cases and tax law. Those who pass this course successfully become qualified assessors. After twelve months' full-time experience as an Assessor, candidates may be selected for a post-graduate two-week course at the Centre. This course, in addition to advanced training in tax work, also includes some training on management.

Collection officers receive no formal training at the Centre, but are given on-the-job instruction.

Source of Income

East African Community.

Source of Information

Interview with staff of the Centre.

EAST AFRICAN METEOROLOGICAL DEPARTMENT TRAINING SCHOOL

The East African Meteorological Department Training School provides training for new entrants in the Department as well as refresher in-service courses. In addition, it gives a course for Agro/Hydrometeorological Observers from other Ministries such as Forestry, Agriculture and Water Development.

The three-month Basic Meteorological Course covers General Physics including atmosphere, heat, temperature, winds and water vapour. It also takes up Meteorological elements such as a Surface Wind, Visibility, Clouds, Weather, Pressure, Rainfall and Sunshine. Pilot Balloon Work is also covered. At the end of the three-month course, participants are sent out to stations where they have at least two months of on-the-job training under a skilled worker. The refresher courses are for two months and cover the same type of subjects. The five-week course for Agro/Hydrometeorological Observers covers Air Temperature and Humidity, Wind, Duration of Sunshine, Solar Radiation, Rainfall, Evaporation and Soil Temperatures. Practical work includes the use and maintenance of various meteorological instruments which are used to measure the above parameters. The recording of data thus obtained on special climatological forms is also covered.

Source of Income

East African Community.

Sources of Information

Interviews with staff of the School and the Department.

EAST AFRICAN STAFF COLLEGE

The East African Staff College, started in 1964, works under the auspices of the East African Community and is designed to provide training in management and administration to high-level staff in the Civil Service, local authorities and public corporations, as well as industrial and commercial firms in the three countries of East Africa. Three seminars are held annually, each lasting five weeks: one held in Nairobi, one in Kampala and another in Dar es Salaam each year. Approximately 24 participants can be accommodated in each seminar. Subjects discussed include the formulation of policy, management tools (including the use of statistics, data processing, organization and methods), the human element (including communication, motivation, incentives, staff selection, appraisal, and industrial relations), financial control and public relations.

Special seminars are organized on such subjects as Agricultural Development and Rural Employment, Project Development and Programme Budgeting.

Fees are Shs.5,000/- per person, including accommodation, but not including transport to the seminar. Where accommodation is not provided, the fee is Shs.2,000/-.

During the past six years the College has been self-financing with income from fees. For the Financial Year 1971/72 funds have been provided in the East African Community budget to allow for the appointment of African counterparts and related expenditures.

Outside Aid

2 Experts
1 Part-time Consultant
Financial help for special seminars.

Sources of Information

Interview with staff of the College.

EAST AFRICAN AIRWAYS CORPORATION

COMMERCIAL TRAINING DIVISION

The Commercial Training Division of the East African Airways Corporation has branches in Nairobi, Kampala Entebbe, and Dar es Salaam. In Nairobi, the centre at Sadler House conducts training for Reservations and Sales posts, and the Centre on Battersea Road provides training for Traffic, Mail and Cargo personnel. Cabin Service Training is given at the Airport.

Reservations and Sales courses include a fifteen-day Induction Course, advanced courses, refresher courses and courses on Advanced Fares, Customer Service, Supervision, and one for East African Sales Representatives. Traffic courses start with a fourteen-day Induction Course, followed by a period of on-the-job instruction at the Airport. Some workers are later selected for the 'Passenger Service I' course or the 'Mail and Cargo I' course. After approximately one year of work in these fields, some are chosen for the advanced courses, including Passenger Service II, General Interline, Ground Operators I and II, and Traffic Supervisors' Course. Other advanced courses include Mail and Cargo II Acceptance, Mail and Cargo II Handling, and Cargo Supervisors' Course. Refresher Courses are also offered in these fields.

Source of Income

East African Airways.

Sources of Information

Interview with staff at two Centres.

'Syllabus of Courses'.

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EAST AFRICAN POWER AND LIGHTING COMPANY LIMITED

The East African Power and Lighting Company Limited operates an extensive training scheme for artisans, technicians, engineers and non-technical staff. It includes training at the company Training School as well as on-the-job training, 'sandwich' courses at the Kenya Polytechnic, and for potential engineers, sponsorship at Universities. The university phase of the plan is not included in this study, since it does not come within the definition of 'adult education'.

The artizan trainees follow a four-year apprenticeship programme. The first year they attend the Training School full-time, supplemented by courses at the Kenya Polytechnic four evenings a week. At the end of this year they are assigned to one of three groups for further study as Linesmen, Electrical Fitters, or Mechanical Fitters. During the second year, most artizan apprentices spend up to six months working outside the Training School in the company's operations. Those who have passed their first year of study at the Kenya Polytechnic go on to the second year there, still on an evening schedule four times a week. The third and fourth years continue with combinations of academic work at the Training School, practical work, and study at Kenya Polytechnic. Those who have been most successful in artizan training are sometimes admitted to the Technicians Course.

Technician apprentices follow one of the following three fields: electrical, mechanical or electrical/mechanical. During the first year of their five-year apprenticeship, some trainees attend the Kenya Polytechnic on a 'sandwich' basis, with three months full-time schooling there, followed by the next three months back at the Training School with one day and one evening at the Polytechnic Trade and Technician tests are given at the end of the first year. In the second year all the technician apprentices take a Government Trade

Test. Practical work continues in the school and on the work-force of that company. During the third year trainees prepare for and take additional examinations, either the City and Guilds Technicians Certificate or the Ordinary Diploma examination. On-the-job training is emphasized in this third year with the objective of preparing trainees for supervisory positions later. The fourth year is a continuation of taking qualifying examinations and carrying out jobs with increasing responsibility in the work-force.

Other types of non-technical training include supplementary training in accounts, supervision and related fields.

The Training School at Ruaraka, just outside Nairobi, is a fully equipped residential school. It has a wide programme of outside activities, including an active sports schedule.

Estimated Annual Recurrent Expenditure for Adult Education, 1970/71: £148,052.

(This does not include costs for university engineering training.)

Source of Income

The Company.

Sources of Information

Visit to Training School and interviews with the staff.

'Training Schemes and Costs', East African Power and Lighting Company Limited.

BANK TRAINING SCHOOLS

There are four Bank Training Schools in Kenya conducted by Barclays Bank International Ltd. (at Limuru). The Standard Bank Ltd., the Kenya Commercial Bank, and a joint training school operated by the Bank of Baroda and the Bank of India. These schools train bank staff located not only in Nairobi but also in the branch banks throughout Kenya. The schools all have simulated bank counters and offices, where trainees get practice in handling the phases of the work they are studying.

Most of the schools have an induction training course for new employees lasting from three days to two weeks. Other courses are given later to prepare the employees for promotion, to give them greater flexibility for transfer to other jobs within the bank, or to improve their performance on their current jobs.

Courses very in length from one week to two months and include the following: Junior Clerks, Cashiers or Tellers, Ledger Reference (Supervisors), Foreign Exchange, Current Accounts, Bills (local and foreign), Overdrafts, Accountants, Managers and Supervisors, and small bank management. One school offers a two-week course in basic banking, and later a two-week Intermediate Course.

One bank has fifteen full-time training men attached to the training school, but stationed in branch banks throughout Kenya. They handle on-the-job training and follow-up of courses given at the school.

Most of the banks encourage their qualified employees to study for the examinations given by the Institute of Bankers, and make books available to them for their studies.

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Estimated Annual Recurrent Expenditures,
1970/71 (for the four schools): £21,250

Source of Income

The sponsoring banks.

Sources of Information

Visits to all four training schools and interviews with staff.

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INSURANCE TRAINING AND EDUCATION

In January 1970 members of the insurance industry in Kenya set up an Insurance Training and Education Board for the purpose of organizing and co-ordinating insurance training and education at all levels. Forty-three insurance firms with a total of approximately 1,500 employees have joined the Board.

Between April 1970 and June 1971, the following courses have been offered:

4 Introductory courses in Fire, Accident and Marine.

2 Introductory courses in Life.

1 Intermediate course in Fire, Accident and Marine.

Courses are conducted on a day-release basis, and with the exception of one full-time training officer, all are taught by 25 volunteer, part-time lecturers who come from the senior staff of Insurance Companies and Insurance Brokers in Kenya. Examinations are given at the conclusion of each course.

Estimated Annual Recurrent Expenditures, 1970/71: £2,000.

(This does not include any compensation for the 25 part-time lecturers who participate in teaching these courses.)

Source of Income

Levies on the insurance firms in Kenya.

Sources of Information

Interviews with Chairman of the Insurance Education and Training Board.

Memorandum describing the work of the Board.

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MOTOR INDUSTRY

Companies in the Motor Trades and Allied Industries conduct the following types of training:

1. Apprenticeship training in the mechanical field.

2. Skill improvement training, usually short courses of 5-10 days, stressing the proper methods of using tools and making repairs.

Training in the Company Workshops is often supplemented by courses at the Kenya Polytechnic or the National Industrial Vocational Training and Trade Testing Centre. The companies themselves include both class work and practical work in their programmes. One company takes in eight new employees a year for a three-year apprenticeship course, making a total of 24 apprentices in training.

3. One company conducts training in the field of accounts during release time, two hours a week for three years. At the completion of this course employees are expected to pass the RSA and Pitman's Stages I, II and III. Some participants also attend classes at the Kenya Polytechnic in the Certificate in Business Administration Courses.

Estimated Annual Recurrent Expenditures for training in the Motor Trades and Allied Industries, 1970/71: £100,000.

Source of Income

The employers.

Sources of Information

Visits to a selected sample of firms, and interviews with staff.

Sources of Information (ctd.):

Interviews with industry representatives.

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OIL AND PETROLEUM COMPANIES

Staff training by oil and petroleum companies falls into three main fields: retail, management and supervisory, and office.

Most oil companies offer an induction course for new employees to acquaint them with the work of their particular firms. The two most common courses in the retail side are those for dealers and those for salesmen. Courses for dealers usually are based on how to run a petrol station and include management records, business management techniques, salesmanship, financial management (preparation of profit and loss statements), product knowledge and man management. Courses for salesmen usually contain advanced training in the above subjects, with emphasis on sales techniques and with some training in supervision.

Management courses include work planning, work methods, supervision of installations, finance, depot operations, and coaching of subordinates on the job. Courses in telephone techniques and office administration are given to clerical, secretarial and senior clerical staff.

Most courses are conducted in Nairobi, but some are held in other towns and cities as the need arises.

Estimated Annual Recurrent Expenditures for training by Oil and Petroleum Companies, 1970/71: £24,000.

Source of Income

The employers

Sources of Information

Visits to a sample of companies and interviews with staff.

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OTHER PRIVATE EMPLOYERS

Other private employers include manufacturing companies, distributive industries, construction and transport.

Based on spot-checks, the following overall figure for expenditures is projected from data for those companies from whom information has been obtained.

Estimated Annual Recurrent Expenditures for Adult Education, 1970/71: £125,000.

Source of Income

The employers.

CATHOLIC CHURCHES AND MISSIONS

The Catholic churches and missions in Kenya conduct a variety of adult education activities. The Education Secretary General in the Catholic Secretariat sent a questionnaire to all dioceses concerning the type of adult education activities carried out and their financing. Although returns were incomplete, the following information is based on projections from the data supplied in those questionnaires which have been received.

The adult education activities carried out by Catholic churches and missions include the following:

Literacy Classes
Homecraft Classes
Homecraft Training Centres
Village Polytechnics
Social Training Centres
Health Classes
Women's Clubs
Continuation Classes
Youth Centres.

Estimated Annual Recurrent Expenditures for Adult Education, ~~1970/71~~: £65,000

(This figure does not include the salaries and expenses of church and mission staff who do much adult education work.)

Sources of Income, Estimated, for 1970/71:

Overseas Aid	£55,420
Local grants and donations	6,520
Fees	1,956
Sale of products	1,304

Sources of Information

Interviews with staff of Catholic Secretariat.

Analysis of questionnaires submitted by dioceses.

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CENTRAL ORGANIZATION OF TRADE UNIONS (COTU)

The Central Organization of Trade Unions (COTU) conducts seminars for trade union branch officers including shop stewards, branch secretaries, branch treasurers, and branch chairmen. It also offers seminars for officers of national unions, including treasurers, presidents (or chairmen) secretary-generals, and the governing council.

Typical of these seminars is one held for women trade unionists at Mombasa where there were discussions on union matters such as the organization and structure of Kenya unions and collective bargaining. Other subjects included Economic Problems of Women Workers, Labour Legislation, Population Growth in Kenya, and the Role of Women in Nation-Building.

Another example is a course for trade union officials held in Nakuru. This seminar discussed practical trade union matters such as Collective Bargaining, Grievance Procedure, Industrial Action, and the Role of Shop Stewards and Branch Secretaries. It also included background discussions on Practical Economics, Productivity, Employment and Unemployment.

Sometimes these COTU seminars are arranged and sponsored together with the Management Training and Advisory Centre or the Institute of Adult Studies of the University of Nairobi. For most of the courses, no fees are charged.

Estimated Annual Recurrent Expenditures for Adult Education, 1970/71: £1,200 *

Sources of Income (Estimated)

Overseas Assistance	£1,000
COTU funds	200

Sources of Information

Interviews with staff of COTU.

Review of Seminar programmes.

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* (This Footnote refers to £1,200 appearing on page 187.)

Revised figures submitted by COTU - too late to be incorporated in the main body of this study - are as follows:

Estimated Annual Recurrent Expenditures	£12,300
Foreign Aid	£ 9,675
COTU	£ 2,625.

CO-ORERATIVE UNIONS AND SOCIETIES

Co-operative Unions and Societies provide the costs of course fees for the Co-operative Education activities described earlier. Unions and Societies are encouraged to prepare an annual educational plan and to allocate funds for education and training in their annual budgets.

A proposal has been made that the minimum total amount to be allocated by a co-operative education and training organization should be equal to 0.1% - 0.2% of the estimated annual turnover of that co-operative. However, for small societies, this amount might not even pay for one staff member to attend one course at the Co-operative College.

Another proposal is that a central fund should be set up, into which each society would allocate the same percentage of its estimated turnover. Expenditures for education and training all over the country would be made from this fund.

Estimated Annual Recurrent Expenditures, 1970/71: £19,500

Source of Income

From Co-operative funds.

Sources of Information

Interviews with staff.

EAST AFRICAN YEARLY MEETING OF FRIENDS

The East African Yearly Meeting of Friends carries out several adult education activities, particularly in the field of rural development, as well as church-related subjects.

The Rural Service Programme is designed to improve the economic and living conditions of farmers and their families and operates in Kakamega and Bungoma districts and in Poroko area of Kilgoris in Masailand. The programme includes teaching and demnnstrations in the use of fertilizers, growing hybrid maize, better growing of vegetables, nutrition, home-making, adult literacy, animal husbandry, bee-keeping, self-help, as well as discussions on family planning, hygiene and sanitation. Eighteen full-time field workers are engaged in this rural development assistance programme.

A Mobile Training Unit travels around in the areas involved and shows educational and training films. Following each showing there is a teaching session to discuss the contents and how to carry out the subjects of the films.

Under the Stewardship Programme, seminars and training programmes are conducted for church leaders on subjects including the work of officers and committees, better agriculture, simple accounts, family economics and stewardship policies.

At the Friends Bible Institute, in addition to training in Christian education, students are given courses in typing, furniture-making and book-keeping, designed to give future pastors a supplementary means of earning their living outside of church responsibilities.

The Friends operate a Farmers' Training Centre at Lugari which, in the year ending June 1970, conducted 45 different courses in Bee-keeping, Home Economics, Credit Control and Administration, Evangelism, General Agriculture, Co-operatives, Veterinary and Agricultural In-service Courses and 4-K Clubs.

In addition to these courses, the Centre staff conducted field days, demonstrations and evaluation work.

The Friends' Ofafa Centre offers a one-year home-craft course including training in home life, nutrition, child care, cooking, sewing and laundry. It also conducts an adult carpentry self-help course and a one-year youth carpentry course. Typing courses whhh meet daily last from five months to one year, and a book-keeping course also meets daily. Literacy classes are offered on a continuing basis.

Estimated Annual Recurrent Expenditures, 1970/71:		£16,000
Sources of Income (Estimated)		
Sale of Products		£2,900
Fees		1,000
E.A. Yealry Meeting		500
Overseas Contributions		11,700
	Total:	£16,100

Sources of Information

Visit to Friends' Centre at Kaimosi and interviews with staff.

Review of Annual and Semi-Annual Reports.

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KANU

KANU conducts meetings and seminars for leaders to discuss the fundamental principles and policies of the party, to discuss Government policy as a whole, and to emphasize the spirit of Harambee. It has also organized and conducted literacy classes on a voluntary basis. In the future, KANU plans to conduct more of these seminars and adult classes. It will particularly emphasize adult education which helps to carry forward the Party policy, promoting the use of the Swahili language. This will include teaching Swahili to those who do not know the language, as well as efforts to improve the Swahili of those who do. The Party will also encourage the writing of books in Swahili in order that those who learn and those who know the language will be able to read Swahili for learning and for enjoyment.

Source of Information

Interview with Party official.

KENYA INSTITUTE OF MANAGEMENT

The aim of the Kenya Institute of Management is to improve the standards and performance of management in Kenya. The Institute has 500 individual members and 105 organisational or "collective" memberships, that is, companies and organizations Its 1970 adult education activities in Nairobi and Mombasa included the following. Evening meetings were held with lectures, discussions and films on such subjects as "The Appraisal and Development of Managers", and "Effective Marketing". Training programmes and seminars which met one night a week for four weeks were conducted on such subjects as 'Business Letter and Report Writing', and 'Mechanised Accounting'. Most of the Institute's training courses are in the evening, with the exception of a few day-time courses for top-level management.

Education in the field of management is also encouraged by systematic study for two examinations set by the Institute, one leading to a Certificate in Business Administration, and the other a Diploma in Management Studies.

Estimated Annual Recurrent Expenditures
for training and education, 1970/71: £3,450.

Source of Income for Educational Activities:

From fees £4,450.

Outside Aid

1 Expert.

Source of Information

Interview with the staff.
Review of Reports.

LIMURU BOYS' CENTRE

The Limuru Boys' Centre is designed to train boys and young men in farming methods and farm mechanics with a view to qualifying them for employment on large farms, hopefully with the ability to progress to responsible positions.

Started in 1968, the Centre now offers a two-year residential course. Entrance qualifications are: age between 14 and 16 years; possession of a good Primary School Leaving Certificate; and financial need.

The course covers four main fields: (a) Agriculture, including active participation in the running of the Centre farm and doing all farm chores; (b) Technical training where students are taught practical mechanics emphasizing agricultural tools and machinery; (c) Academic work in mathematics (commercial), farm book-keeping, elementary farm management, English, civics and current affairs; and (d) General training to encourage them to become responsible, self-reliant citizens.

The Centre is a charitable institution and is financed almost entirely by donations. There are no school fees.

Annual Recurrent Expenditures, 1969: £10,000 *

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* The recurrent expenditures are supplemented considerably by donations of food and materials.

Sources of Income

Income from the farm	£ 600
Government of Kenya (including salary of one instructor)	560
Donations from individuals and organizations, in Kenya and other countries	8,840
Total:	£10,000

Outside Aid (in addition to that listed above)

1 Vice-Principal

4 Volunteers

1 Matron

1 Part-time agricultural instructor.

Source of Information

Visit to Centre and interview with staff.

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MAENDELEO YA WANAWAKE

Maendeleo ya Wanawake assist in the formation and operation of Women's Clubs in many parts of the country, work often done in co-operation with the Department of Community Development and Social Services and with County Councils. Many women are interested in learning, and Maendeleo advises them, informs them of training facilities available, and encourages them to participate in adult education activities.

In these clubs, women are given training in handicrafts, sewing, mending, knitting, making simple garments, laundry, child care, nutrition, and simple first aid. For self-help projects, leadership training is provided as well as training in the skills required in the project. Self-help includes such projects as iron corrugated roofing, sun-dried bricks for houses, water catchment, pottery, assisting nursery centres and group agricultural activities.

In Nairobi, Maendeleo operates classes in sewing and cutting from patterns. Fees are Shs.30/- per month. Maendeleo members also assist in teaching literacy classes on a volunteer basis.

It is difficult to calculate financial expenditures for Maendeleo ya Wanawake adult education since almost all the teaching is on a volunteer or self-help basis. Other necessary services and materials are often contributed. However, the figures below represent the only identifiable expenditures for one class in Nairobi.

Estimated Annual Recurrent Expenditures on adult education, 1970/71:	£420

Sources of Income

Fees from students		£240
Contributions and grants		180
	Total:	£420

Source of Information

Visits to Central Office and interviews with the staff.

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THE NATIONAL CHRISTIAN COUNCIL OF KENYA

The adult educational activities of the National Christian Council of Kenya are mainly in the following fields: Rural Training Centres, Village Polytechnics, Community Centres, the Church and Industry Programmes, the Limuru Conference and Training Centre, the Youth Centre at Limuru, Family Education, and Social Workers' Training. Some of the activities are operated by member churches and co-ordinated by the Council.

Rural Training Centres

Seven Rural Training Centres are operated by the National Christian Council and its member churches. These are, the Farmers Training Centre at Lugari (operated by the East African Yearly Meeting of Friends), the Farmers' Training Centre at Thika (operated by the Salvation Army), and Centres at Njabani (the Anglican Diocese of Nakuru), Kaaga and Marimanti (Methodist Church), Mucii wa Urata (administered by a Board of Management on which the National Christian Council and the local community are represented), Isinya and its extension arm in Kalema. The Presbyterian Church of East Africa has started the Olooseus Rural Development Centre which will operate on the basis of extension service rather than a residential centre. In addition, a new Rural Training Centre is being started at Garba Tula in Isiolo District.

Courses taught at these centres vary according to needs and include animal husbandry, poultry, dairy management, horticulture, home economics, pasture improvement, high altitude farming, bee-keeping, honey-refining, rice and cotton farming, ranching practices, money economy, preventive medicine, hygiene, nutrition, and literacy.

Estimated Annual Recurrent Expenditures 1970/71: £49,400.

(This is exclusive of Lugari, which is included under the Friends, and Thika which is included under the Salvation Army.)

Sources of Income

Grants from overseas aid largely through NCCK	£34,775
Other grants, including local donations	9,150
Fees	2,255
Sale of Produce	1,745
Rent and hire	1,475
Total:	£49,400

Sources of Information

Interviews with staff of NCCK

Visits to selected Centres

Review of Reports.

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VILLAGE POLYTECHNICS

Village Polytechnics have been set up as one means of trying to solve the problem of the large number of primary school-leavers who cannot continue schooling and who cannot find wage employment. They are designed to help young people become alert to ways of making a living in rural areas and to provide training which will fit them to carry out these jobs, either in the form of casual employment, self-employment, or in a few cases, wage employment in their home areas. They are not trade schools, training for employment in specific areas of trade, but many combine training in a craft like leatherwork with training in marketing the product and with training in farming.

Village Polytechnics are still operated on a pilot or experimental basis, each one trying to experiment with different ways of solving the common problems. They are intended to be low-cost and try to avoid expensive buildings and overhead costs. The length of courses varies from six months to two years. Most are non-residential. Fees range from Shs. 40/- per year to Shs.200/- per year, non-residential. In those polytechnics which provide boarding facilities, the boarding charges range from Shs.50/- to Shs.270/- per year.

Some polytechnics have formal class-period and shop-period arrangements, while two operate primarily on an extension basis with the instructors going out to the trainees. Village Polytechnics are expected to encourage support from the localities where they operate.

Courses most commonly taught are: carpentry, masonry, domestic science, leathercraft, tanning, poultry, bee-keeping, tailoring, book=keeping, agriculture, well-digging and baking. In addition, some centres also offer supplementary courses in civics, mathematics, English, Swahili and hygiene.

The idea for starting Village Polytechnics came

largely from religious groups, and the National Christian Council of Kenya took the initiative in encouraging these centres on a pilot basis. The NCCK has set up a Working Committee on Village Polytechnics on which four Government Ministries are represented: Co-operatives and Social Services, Finance and Economic Planning, Education, and Agriculture.

During the latter part of this study, the Government through the Ministry of Co-operatives and Social Services, has established a National Youth Training/Village Polytechnic programme.

Eighteen Village Polytechnics were operating at the time this study was conducted and ten more were in various stages of preparation. Undoubtedly additional polytechnics are operating on small self-help plans, but there is no central information concerning them.

The following figures do not include polytechnics operated by affiliates of the Catholic Secretariat and by The Salvation Army. These are covered in the reports of their respective sponsors.

Estimated Annual Recurrent Expenditures, 1970/71:	£14,150
Sources of Income (Estimated) - (for recurrent expenses)	
Overseas Assistance, through NCCK	£ 7,600
Local Donations	3,382
Sale of Produce	1,680
Fees	1,488
Total:	£14,150

Sources of Information

Interviews with staff of the NCCK

Visit to Polytechnic

Review of reports and studies, including:

"The Village Polytechnic Movement" by John Anderson, Institute for Development Studies, University of Nairobi.

"Village Polytechnic Handbook", National Christian Council of Kenya.

"Preliminary Analysis and Conclusions, NCCK Sponsored Village Polytechnics", Donald L. Matthews.

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COMMUNITY CENTRES

The National Christian Council co-ordinates the activities of eight Christian Community Centres in Nairobi whihh are operated by church groups. Their activities in the field of adult education are outlined below.

St. John's Community Centre conducts typing courses with approximately 36 students, and a book-keeping class with 20 participants. It also conducts literacy classes on a continuing basis. The Centre provides on-the-job training for the 35 women employed at Maridadi Fabrics doing silk-screen printing of materials.

In addition to literacy classes, Bahati Community Centre provides classes for adults covering the subjects in Forms I to IV. A one-year homecraft course for primary school-leavers between the ages of 15 and 18 has approximately 25 students. Bahati also conducts typing classes for primary school-leavers (60 students) and book-keeping classes for about 20 primary school-leavers, mostly men.

Eastleigh Community Centre has one typing class with approximately 40 students, and offers literacy classes in addition.

Shauri Moyo Baptist Centre provides a two-year commercial course (non-residential) which includes typing, business and office practices, English and office machines. Fees for each year are Shs.200/- for the first term and Shs.120/- for each of the other terms. The Centre has also started some classes equivalent to Standard I for adults.

The Church Army Community Centre conducts a one-year Homecraft Course for from 30 to 40 girls, financed by the Church Army and by fees. The Centre also offers a number of vocational courses, including Elementary typing with 107 students

(9 men, 98 women). The Intermediate typing courses have 164 students (10 men and 154 women). Courses in Elementary Book-keeping and Intermediate Book-keeping have 71 students (46 men and 25 women), and the shorthand class has 18 students. Courses are offered in English and Office Practice, and literacy classes are a continuing part of the Centre's programme.

The Church of God Mariakani Christian Centre offers no adult classes at the time of this study, but plans classes in handicraft and homecraft for women.

Several of the Centres provide training in connection with their home industries, but this is regarded as on-the-job training, and the financial requirements are not included in this Report.

The adult education activities at the Friends' Ofafa Centre and the Salvation Army Makadara Community Centre are described and costed under their sponsoring agencies.

Estimated Annual Recurrent Expenditures for Adult Education, 1970/71:		£8,750.
Sources of Income (Estimated)		
Fees		£ 400
Local Grants		350
Overseas Assistance		8,000
	Total:	£8,750

Sources of Information

Reports from Community Centres

Interviews with staff of the National Christian Council of Kenya.

Visits to Centres.

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LIMURU CONFERENCE AND TRAINING CENTRE

The Conference and Training Centre at Limuru is operated by the National Christian Council of Kenya. Opened in 1959, it has changed its programme over the years to reflect the changing needs of national development. The Centre now provides courses, seminars and discussions in four areas of leadership development and training:

1. Services to the churches, where participants learn skills and methods useful in church work.

2. Church and National Development, which provides an opportunity for discussion and field work on problems of national concern such as Education for Change, Women's Role in Nation-Building, and Political Participation.

3. Youth and Social Work, which offers programmes to help young people participate more effectively in national development and trains them in skills of leadership, community action and social services.

4. Church and Industry/Commerce, where business men, trade union leaders, and men and women holding responsible positions in industry, commerce and Government discuss with church representatives the human relations problems which increasing industrial and commercial development bring about.

The Kanamai Conference and Holiday Centre at the Coast operates a related programme.

Fees are Shs.20/50 per day for full board for conferences put on by the Centre. Often fees are subsidized when the participants are not able to pay the full amount. For conferences arranged by other groups, fees are Shs.25/-

Estimated Annual Recurrent Expenditures, 1970/71: £29,350.

Sources of Income (Estimated)

Overseas Aid

Fees

Local Contributions.

Overseas Aid

5 Experts

Sources of Information

Visit to Centre and interview with staff.

Review of Reports.

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CHURCH AND INDUSTRY PROGRAMME

The adult education aspects of the Church and Industry Programme include conferences, seminars and discussion groups on problems of urban and industrial life. Advisory Committees on Church and Industry are operating in Nairobi and Mombasa, and a Church and Industry Programme has been set up in Nakuru.

Estimated Annual Recurrent Expenditures for Adult Education Aspects of the Programme, 1970/71: £6,600

Sources of Income

Fees

Overseas Assistance

Local Contributions

Sources of Information

Review of Records, National Christian Council of Kenya.

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THE KENYA RED CROSS SOCIETY

Although much of the work of the Kenya Red Cross Society is concerned with welfare, relief of distress, and work with juniors, it also carries on a considerable amount of adult education largely by its Branches throughout the country.

The following are some examples of adult education activities listed in the 1969 report of the Society.

37 First Aid Courses were conducted in various parts of the country and 485 certificates issued to those who passed. Two Home Nursing Courses were completed.

At the Ruringu Training Centre the Society co-operates with Community Development in running short courses such as homecraft classes for mothers, first aid courses for teachers, and refresher courses for Red Cross Field Workers.

Karathimo Model Village at Limuru provides to mothers a two-week residential course in basic nutrition, hygiene, mother-craft, first aid, family planning and home economics. Eight mothers with up to four children each can be accommodated in the eight round clay houses of the Village. Each mother takes care of her house and children during this period, putting into practice the methods which are taught in the daily lesson periods. Each mother is expected to pay Shs.2/- membership fee to join the Kenya Red Cross Society, but there is no other charge for the course. Local health visitors follow-up to discuss progress and problems after the women return home.

The Kigumo Nutirtion Centre also conducts a training programme for mothers and can accommodate thirty mothers and sixty-seven children. The Kanduyi Red Cross Centre at Bungoma caters for twenty-four children and fifteen mothers. A Mobile

Health Unit at Bungoma has assisted in setting up eighteen Red Cross Posts where mothers are advised on how to look after their children while the children are being treated for minor ailments. A six-month course for nursery school teachers is run at the Dagoretti Children's Centre, where additional courses on child care are conducted for mothers.

Estimated Annual Recurrent Expenditures, 1970/71: £22,540

Sources of Income

Local donations from individuals and from firms.

Fund-raising events.

County Councils (a few).

Outside Aid

The Society receives funds for capital expenditures from overseas aid. It also gets volunteers.

Sources of Information

Visits to Centre.

Interviews with staff of the Society.

The Kenya Red Cross Society Annual Reports.

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THE SALVATION ARMY

Adult Education activities sponsored by The Salvation Army include the following.

A Farmers' Training Centre at Thika runs one-week courses for farmers and their wives. It has accommodation for 32, and the fees are Shs.15/- per week. The farm operated at this Centre produces cotton, potatoes, honey, bananas, pineappels, coffee, cattle and sheep. It also does contract ploughing.

A Village Polytechnic has been opened at Karurumo which is non-residential and trains young men and women in baking, farming, and fishing. Plans are under way for training in charcoal-bush-clearing, pig-keeping, vehicle maintenance and repair, plumbing, building, bee-keeping and tailoring. The objective of the Centre is not only to teach a trade but to help the trainees get started in some type of small business. It also stresses training for good citizenship. Fees are Shs.180/- per year and much of the training is on-the-job, or extension type.

At Kolanya, homecraft training is provided for groups of 18 girls in each course. The Nairobi Girls' Centre teaches homecraft and dressmaking to girls between the ages of 13 and 18. Approximately 25 girls take part in each course. At the Makadara Community Centre in Nairobi evening classes for adults are given in typing, literacy, and in subjects corresponding to Standards 1 to 7 of formal schooling.

Some handicrafts and literacy classes are conducted at Mji wa Haruma, a home for the care of the aged. Many of the 195 Salvation Army churches in Kenya have literacy classes, and in the two-year course at The Salvation Army Officers' Training College all 50 students are trained to be

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teachers of adult literacy.

Estimated Annual Recurrent Expenditures for Adult Education, 1970/71:	£25,800.

Sources of Income (Estimated)

Local donations and Harambee collections	£ 1,500
Fees	850
Sale of products and contract ploughing	4,150
Government contributinn (salaries)	1,300
Overseas Aid	18,000
Total:	£25,800

Sources of Information

Visit to Central Office, Nairobi, and interview with staff.

Visit to Farmers' Training Centre at Thika and interviews with staff.

Review of Reports.

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Y.M.C.A. CRAFTS TRAINING CENTRE

The Y.M.C.A. Crafts Training Centre at Shauri Moyo, Nairobi, started in 1965 and moved to its present building in 1970. It is designed to teach young men between the ages of 16 and 19 skills which can be used in home industry or self-help types of enterprises. Basically, it does not teach skills for employment in industry, with the exception of its course in joinery (cabinet-making).

The courses include a combination of:

Skill training, such as textile printing, batik, fine metal work, pottery and leather work.

Theoretical subjects related to the skills, such as design and fine art.

Academic subjects such as English, mathematics, civics, health science, religious instruction, and basic economics.

The course lasts for 18 months, except for the joinery course which is for three years. 25 per cent of the students are residential, the others attend Monday to Friday and get their midday meals at the Centre. Fees are Shs.10/- per month or Shs.30/- per term, with three terms a year.

The Centre assists its graduates by marketing their products and extending group-buying facilities.

Estimated Annual Recurrent Expenditures: £5,100.

Sources of Income

Sponsorships of students by firms and individuals		£2,160
Sale of products		2,940
	Total:	£5,100

Outside Aid

1 Director and 2 Teachers

Sources of Information

Interview with staff of the Centre.

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Y.W.C.A.

Y.W.C.A. groups in Kenya conduct a number of adult education activities including literacy classes as well as training in nutrition, child care, and homecraft. These activities are decided upon and conducted by each individual group on a volunteer basis.

The Y.W.C.A. operates three vocational training programmes:

The Vocational Training Centres at Limuru and Mombasa, and

The Dressmaking Training Project in Nairobi.

The Vocational Training Centre at Limuru offers a two-year course in housekeeping and domestic science subjects with the objectives of preparing its graduates for related jobs, especially in rural areas. Originally, girls who completed the course found jobs in day nurseries, hostels, nursing homes, hospitals and private homes. Now increasing emphasis is given to nutrition, starting with raising food on the school farm and its proper preparation in the kitchen. Poultry-keeping is also included.

The residential school accommodates 36 girls who come from all parts of the country. Most have passed C.P.E. and the fees are Shs.200/- per term or Shs.600/- per year.

The Vocational Training Centre at Mombasa which opened in 1967 offers a one-year secretarial course for girls having a school certificate. The course is residential and 30 boarders can be accommodated. Girls are recruited from all over the country and the fees are £200 for the course. Many are sponsored by employers, individuals or organizations.

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The Dressmaking Project is designed to train young women in dressmaking skills to enable them to be employed in the Y.W.C.A.'s commercial dressmaking section or to find employment in the trade outside. This six-month course consists of morning tuition in dressmaking, followed by afternoon practice application of these skills. Plans for 1971/72 are based on 15 trainees.

Estimated Annual Recurrent Expenditures, 1970/71:	£14,000

Sources of Income

Fees from students		£ 2,580
Grants (Overseas)		600
Fees paid by sponsors		4,000
Fund-raising, appeals		1,000
Selling poultry		120
Selling Dresses		1,500
Other		4,300
	Total:	£14,100

Sources of Information

Interview with staff.

Review of Reports and Plans.

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